

CONNECT

PRIMARY 5

Student's Book
Term 2

2022-2023



CONNECT



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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We ar embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which student learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technologica advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of whe to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education a a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills an competencies such as communication and critical thinking into the school curriculum. There must be joy in learning s that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of change in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOET is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials tha capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot o work. We have drawn on the best expertise and experience from national and international organizations and educatio professionals to support us in translating our vision into an innovative national curriculum framework and exciting an inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) an specifically, the (CACD) Director and the amazing team there. MOETE is also very grateful to the minister's senio advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahde Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectivel supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Educatio professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOET administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support c Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part c the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Highe Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effo to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in whic all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational syste which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but on that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering i citizens by establishing a top-notch educational system that invests in its children the expertise required to get them t compete at both a regional and global level. This dictates that our educational system has at its core an emphasis o skills development, deep understanding, and knowledge production. This can only be done through modern curricu that keep up with the changes taking place globally – curricula which prioritize the development of skills and value and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, an integration of technology to enrich the educational process and to improve its outcomes, while addressing the mo important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

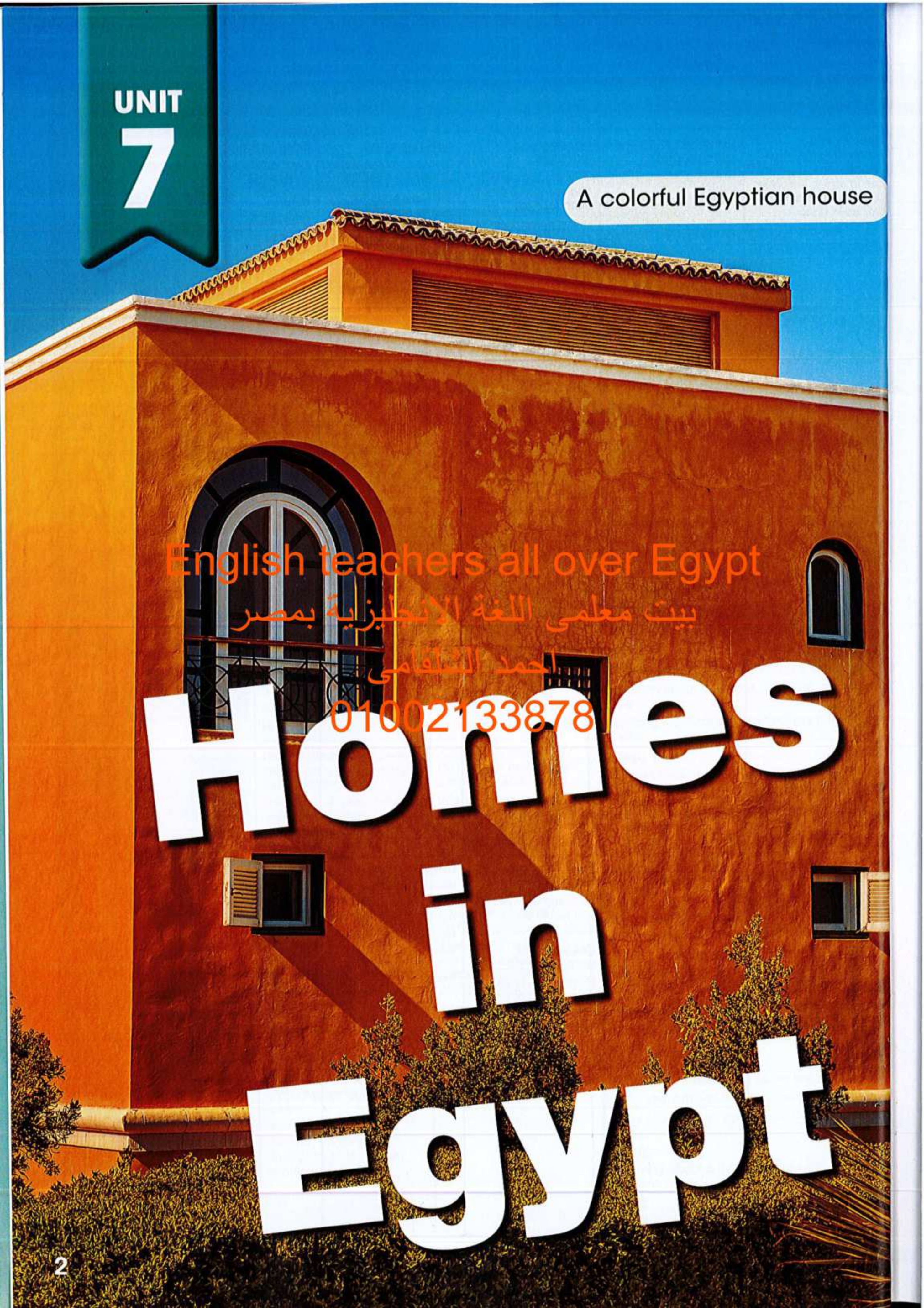
Professor Doctor Reda Hegazy
Minister of Education and Technical Education

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Correctly pronounce double vowels, e.g. *pool, sheep* Correctly pronounce *oo* in words: /uː/, as in *pool*; /ʊ/ as in *good*; /ʌ/, as in *blood*	**Decision making:** Decorating your own bedroom	**Respect:** Showing respect for cultural heritage	**Cultural responsibility:** How can we preserve ancient artifacts for the future?	**Social studies:** How Ancient Egyptians made their homes **Math:** Rounding decimals **Project:** Presentation about an Ancient Egyptian home
/f/ and /v/ minimal pairs, e.g. *van – fan, life – live* Correctly pronounce the negative prefixes *un-* (*unusual*), *ir-* (*irresponsible*), *il-* (*illegal*), and *im-* (*impossible*)	**Critical thinking:** Working out treatments for illnesses Why is water so important for our health?	**Respect:** Respecting other people's opinions Appreciating science	What do you do to stay healthy?	**Social studies:** Distribution of water on Earth **Math:** Bar charts **Project:** Poster about what to include in a first-aid kit
Correctly pronounce voiced sounds: /v/ (e.g. *vase*) and /w/ (e.g. *winter*)	**Critical thinking:** Why are trees important? Why is water so important in our everyday lives?	**Appreciation and gratitude:** Appreciating the small things in life	**Environmental responsibility:** Water is important in our life	**Science:** The water cycle **Social studies:** Ancient Egyptian society **Project:** Infographic about an animal habitat

Theme 4 Being responsible

Unit	Vocabulary	Language	Skills
10 **Let's visit Egypt**	Places in a city *museum, restaurant, market, bank, beach, library, station, factory, monument, bank, square, shopping mall* *cuisine, originally, on vacation* Activities *play music, bake bread, read a book, make a phone call, visit a temple, sail on the Nile* *monument, painting, artifact, tomb, hieroglyphics*	Use imperatives to tell someone to do or not to do something: *Don't be late tomorrow!* *Come here, Lama!* *Go to the end of the street and turn right.*	**Reading:** Text about a famous Egyptian city Text about culture in Ancient Egypt Story about the importance of asking for help and being polite Paragraph about London and New Alamein **Listening:** Vox pops about Alexandria **Speaking:** Talking about places in your town or city Giving instructions Asking for and giving directions **Writing:** Paragraph about your town or city **Project:** Poster about your perfect town
11 **Getting out in the fresh air**	Nature *city, village, leaf, hill, lock, plant, tree, stream, grass, cactus, tamarisk plant, palm tree, desert snail, jerboa* Adverbs *happily, slowly, quickly, heavily, sadly, hard, well, quickly, carefully, nicely, badly, nervously, quickly, brightly* *mainland, route, fascinating* Hiking equipment *hiking shoes, scarf, blanket, water bottle, hat, sunglasses, snack, map, tent, sweater* *sunlight, exercise, scientist, silence, tip, nature*	Review of plural nouns, i.e. *house – houses, city – cities, leaf – leaves* Forming adverbs, i.e. *slow – slowly, happy – happily*, irregular forms: *hard – hard, fast – fast, good – well* Review of nouns, adjectives and adverbs. Talking about plans and making suggestions i.e. *Are you free on the weekend? That sounds like fun/great. Cool! Awesome! How about / What about meeting up? Let's meet at 3.* Word building: adjective and adverb suffixes: *-ful* and *-fully* (e.g. *beauty – beautiful, beautifully*)	**Reading:** Emails about a nature trail weekend Text about the Red Sea Mountain Trail Text messages: making plans for a trip **Listening:** Conversation between three friends deciding what to pack for a nature trip **Speaking:** Discussion about what to pack on a nature trip Discussion about the value of getting out into nature Describing a picture using adjectives and adverbs **Writing:** Text messages: making plans for a trip **Project:** Design and present the perfect nature trail
12 **Vacations**	Travel *hotel, passport, swimming pool, suitcase, ticket, tourist, beach, camera, city, museum, sunglasses, theme park* Resources *natural, man-made, stone, plastic, sunlight, gold, sand, galabeya, leather, bread, fruit, crops, grain, basket, reeds* Water sources *rain, river, well, lake, water pump, stream, tap, ocean, groundwater, surface water* *desert, land, materials, nutrient, traditional, daytrip, capital, wander, handicrafts, stall*	Prepositions of time, i.e. *on Mondays / my birthday, at 8 pm / lunchtime, in June / 2010* The adjective suffixes *-ous* (e.g. *dangerous, famous*) and *-ive* (e.g. *creative, expensive*)	**Reading:** Email about a vacation Short texts about natural and man-made resources Text about freshwater source Text about a trip to Jordan Diary entry about a trip **Listening:** about natural resources Short dialogs about plans for different times of the day **Speaking:** Talking about a place you would like to visit Talking about things to do on vacation Talking about things you do at different times of the day **Writing:** Diary entry about a day when you did something special **Project:** A poster about your perfect vacation

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Identify and correctly pronounce diphthongs, e.g. /oʊ/ as in *show*, /eɪ/ as in *eight*, /ɔɪ/ as in *toy*, /aɪ/ as in *right*	**Creativity and collaboration:** Creating 'your perfect town'	**Honesty and kindness:** Offering, accepting and recognizing the need for help Being polite	**Self-reflection:** Do you ask for help when you need it? Why is asking for help a good thing?	**Social studies:** Cultural life in the Ancient Egyptian civilization **Math:** Estimating **Project:** Poster about your perfect town
Correctly pronounce the sounds /n/ (e.g. *nose*) and /ŋ/ (e.g. *sing*)	**Creativity and collaboration:** Creating 'the perfect nature trail' **Critical thinking:** Identifying the value of getting out into nature	**Well-being:** Appreciating and making the most of your time in nature	**Making sensible choices:** How can you enjoy your time in nature?	**Social studies and Geography:** The Red Sea Mountain Trail and the Maaza people **Math:** Adding mixed numbers
Correctly pronounce the sounds /θ/ (e.g. *thing*) and /ð/ (e.g. *these*)	**Decision making:** Things to take on vacation Where to go on vacation	**Independence and flexibility:** Deciding on what you would enjoy doing on vacation **Respect and personal growth:** Respecting privacy: do not read other people's diaries	**Environmental responsibility:** Using natural and man-made resources How can you make your vacation more environmentally friendly?	**Science:** Natural and man-made resources **Math:** Triangles


UNIT
7
A colorful Egyptian house
Homes in Egypt

Scope and sequence

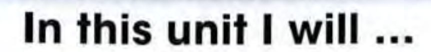
Theme 3 My society

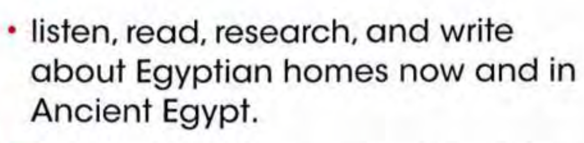
Unit	Vocabulary	Language	Skills
7 **Homes in Egypt**	The home *armchair, balcony, cushion, closet, elevator, oven, shower, television, bedroom, kitchen, bathroom, living room* Adjectives *unfriendly, uncomfortable, unlucky, unsafe, unhappy, unfair, annoying, awesome, awful, boring, brilliant, cool, friendly, funny, interesting* *gate, oven, pot, reed, roof, rug, sleeping area, linen*	Saying where things are, i.e. *on the right/left, in the middle of the room, on the wall* The negative prefix *-un*, i.e. *unfriendly, uncomfortable, unlucky*, etc. Past simple affirmative and negative, i.e. *I visited her house when I was five. I didn't know the answer to the teacher's question.* Past time expressions with *ago*, i.e. *two years ago*	**Reading:** Story about a dangerous experience in the jungle Text about homes in Ancient Egypt Blog about unusual homes **Listening:** Dialog between two friends about living in a new apartment **Speaking:** Describing your own home Talking about the perfect room **Writing:** Blog about unusual homes using a range of adjectives **Project:** Presentation about an Ancient Egyptian home
8 **At the doctor's**	Health *ankle, back, cold, cough, earache, headache, shoulder, sore throat, stomachache, toothache* Nature *glacier, lake, ocean, river, stream* *bathwater, drinking water, fresh water, salt water, stream, salt, rain* *blind, trunk, flexible, tusk, spear, rope* *unwell, relative, crowded, staff, injection, corridor, helpful, hospital, patient* *bandage, sunscreen, honey and lemon, pill, cut knee, sunburn, headache, treatment, wound, bacteria, infect, heal, scissors, insect bite, cream, cleansing wipe, medical gloves, rubber band, safety pin, soap*	Using *have* to talk about illness, i.e. *I have a headache. Do you have an earache?* Asking about illness, i.e. *What's the matter? Where does it hurt?* Negative prefixes, i.e. *un-* (*unusual*), *ir-* (*irresponsible*), *il-* (*illegal*), *im-* (*impossible*)	**Reading:** Story about listening to other people's opinions Text about a hospital in India Text about the health benefits of honey Presentation about staying healthy **Listening:** Dialog between mom and son about feeling unwell Dialog between doctor and patient **Speaking:** Talking about illness **Writing:** A short paragraph about staying healthy **Project:** Poster about what to include in a first-aid kit
9 **My favorite animal**	Animals *kangaroo, panda, bat, lion, penguin, dolphin, snail, parrot* *wonderful, wildlife park, pouch* *shelter, rest, save, trunk, branch, nut, exhausted, breeze, useless, ungrateful, comfortable*	*Can* for ability in the present, i.e. *I can play basketball. I can't speak Italian.* *Could* for ability in the past, i.e. *I could speak French when I lived in in France. I couldn't take the bus so I had to walk.* The noun suffix *-er*, i.e. *teach – teacher* *-ed* and *-ing* adjectives, i.e. *I am very interested in history. History is so interesting!*	**Reading:** Online chat about a day at a wildlife park Aesop's *The travelers and the tree* Text about Ancient Egyptian society Email about an unusual animal **Listening:** Words about wildlife **Speaking:** Talking about things you could/couldn't do at different ages Talking about sources of water Discussion about Ancient Egyptian society **Writing:** Email about an unusual animal **Project:** Infographic about an animal habitat

Contents

Theme 3: My society

Theme 4: Being responsible





In this unit I will ...

- listen, read, research, and write about Egyptian homes now and in Ancient Egypt.
- talk about the home and furniture.
- read, understand, and listen to a short dialog about different homes.
- understand and use the simple past to talk about past events.
- learn how to say double vowels.
- write a simple blog about an unusual home.
- research and make a presentation about an Ancient Egyptian home.

Look, discuss, and share

What can you see in the picture? Would you like to live here? Why/Why not? Discuss with your partner.

How is 'house' different from 'home'? Which one is a building? Which one is a place you feel comfortable in?

Why is your home special? Is the building special or the people you live with?

Did you know?

In Ancient Egypt, mud bricks kept the inside of the house cool in hot weather. Small windows and **vents** on the roof let air into the house.

Find out

Find out about different houses in Egypt. Think about what they look like and what they are made from. Discuss with your partner.



UNIT 7

LESSON 1 THE HOME

1 Work with a partner. Discuss

1 Where do you live? Do you live in a house or an apartment?
2 Describe your house or apartment. Is it big or small? Is it modern or old?
3 Say if you like your house or apartment.

2 Look and write

armchair balcony cushion closet ~~elevator~~ oven shower television

1 elevator
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______



3 Complete the mindmap

armchair bed cushion ~~closet~~ oven shower television cushion

Rooms in an apartment
- Living room
- Bedroom: closet
- Kitchen
- Bathroom



4 Listen and read. Why is Fareeda happy?

Fareeda: Hi Dina, welcome to my new apartment! Come in!

Dina: Thanks! Do you like living here?

Fareeda: I love it! It's a great apartment! I like this part of town and it's much bigger than our old apartment.

Dina: How long did you live in your old apartment?

Fareeda: Twelve years, since I was born. Then my parents had to move to a new job, so we moved to a closer apartment.

Dina: So, what's better about this new apartment?

Fareeda: Come and see. The new kitchen is bigger, and the oven is more modern. My mom says it's much easier to cook in.

Dina: Very nice. And this is the living room?

Fareeda: Yes, as you can see, there's more space so we can have a bigger television. Look at these traditional cushions. They were a gift from Grandma.

Dina: Oh, yes! What about the bedrooms?

Fareeda: We have three bedrooms now. I share a room with my sister, Amira, but our bedroom is really big. And we have two bathrooms.

Dina: It's lovely! The balcony is fantastic too – what a great view!

5 Listen again. Number the rooms in the order you hear them

bedrooms ___ kitchen 1 balcony ___ bathrooms ___ living room ___

6 Decide if the sentences are True *(T)* or False *(F)*. Correct the false sentences in your notebook

1 Fareeda prefers her old apartment. ☐
2 Fareeda's family lived in the old apartment for 12 years. ☐
3 Fareeda has her own bedroom in the new apartment. ☐
4 Dina likes the new apartment. ☐



LESSON 2 MY PERFECT ROOM





1 Read about the bedroom

I love my bedroom. I share it with my sister. On the right, there is my bed with a desk next to it. On the left, there is my sister's bed. In the middle of the room, there is an armchair with two cushions and a big closet. On the wall, there are lots of posters of animals.

2 Draw your perfect bedroom. Include the items from the box below. Then write 3 sentences about it

cushion bed closet desk posters



3 Listen to your partner and draw their perfect bedroom









Language focus

Use these phrases when telling your partner where things are:

On the right ... *On the left ...* *In the middle of the room ...*
On the wall ...



4 Work with a partner

What things make a perfect bedroom for you?

Posters? Video games? A television? Comfortable chairs?



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cushion bed closet desk posters



3 Listen to your partner and draw their perfect bedroom






Language focus

Use these phrases when telling your partner where things are:

On the right ... *On the left ...* *In the middle of the room ...*
On the wall ...

4 Work with a partner

What things make a perfect bedroom for you?

Posters? Video games? A television? Comfortable chairs?



5 Look and read. What is the same in all the words?

uncomfortable unfair unfriendly unhappy unsafe

Language focus

What does the prefix ***un-*** mean?

He looks unhappy = He doesn't look happy.

un- means 'not':

The armchair is very uncomfortable = The armchair isn't comfortable.

6 Match the words to their meanings

1 unfriendly
2 uncomfortable
3 unlucky
4 unsafe
5 unhappy
6 unfair

a sad
b dangerous
c something that doesn't feel nice to sit on or wear on your body
d something that happens that isn't morally right or fair
e something bad happens to you without a reason
f not kind to someone

7 Complete the sentences with the words in Exercise 6

1 His cat died last week. He was very ______________ .
2 I never sit in that green armchair – it's very ______________ .
3 Don't go down the street in the dark alone – it's very ______________ .
4 That's very ______________ – you ate everything and didn't leave any for us!
5 He's very ______________ because he missed the bus.
6 She's very ______________ – she never smiles or tries to make friends.





Language focus




We use the past simple to talk about different things:

- Something that happened once:
  *I **visited** her house when I **was** five.*
- Something that happened several times in the past:
  *We **went** to my aunt's house at the beach every summer.*
- Something that was true for some time in the past:
  *He **loved** living in his grandmother's apartment **as a child**.*
- Expressions with *ago*:
  *I **met** her in Zagazig **two years ago**.*

8 Underline the past simple verbs in the text. Mark the regular verbs *(R)* and the irregular verbs *(I)*.

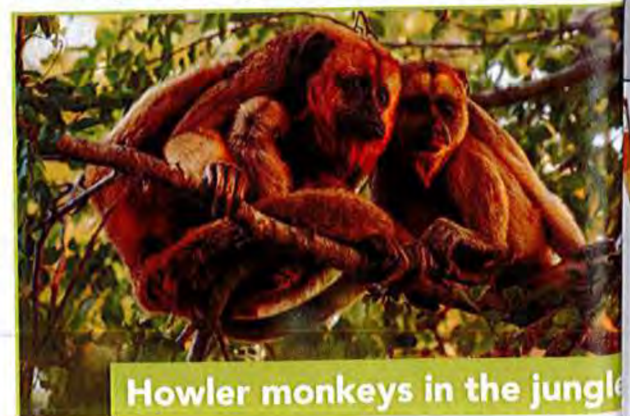
My uncle is a scientist and loves animals. When he was younger, he traveled a lot in South America for work. He loved it there because the people were very friendly and helped him with his work. Then about three years ago, something frightening happened to him and he was lucky he lived to tell me about it!

He was very interested in **howler monkeys** and wanted to do some research into their family groups. A **local villager** told him where there was a howler monkey family nearby and he was very happy. But the villager also said, "Tomorrow, we are going to have a lot of rain so it could be unsafe."

My uncle set out to look for the howler monkey family and soon he was **deep** in the jungle. He could hear the monkeys and he looked up. He knew he was very close to them. Then the rain started. It was very heavy rain. Soon, there was water everywhere and he couldn't see the **path** to go forward or back.

Suddenly, lots of water came toward him and carried him away down to the river. He was very frightened.

Suddenly, he saw a hand and someone was shouting. It was the villager. He took Uncle's hand and said, "Now you are safe!" My uncle was very happy indeed!


Howler monkeys in the jungl



9 **Work with a partner. Do we always add *-ed* for regular past simple verbs? Read the *Language focus* box**

Language focus

We make the affirmative past simple of regular verbs by:

- Adding *-ed*: **want–wanted, help–helped**
- Adding *-d* when the verb ends in *-e*: **die–died**
- Changing the *-y* to *-i* and adding *-ed*: **carry–carried**

Irregular verbs are all different. We have to learn the affirmative past simple of each irregular verb:

come–came, eat–ate, go–went, know–knew, meet–met, tell–told, set–set

10 **Complete the sentences with the verbs in brackets in the past simple**



1 When we went to Sharm El-Sheikh on holiday, we ______________ (meet) some new friends.
2 She ______________ (create) a fantastic sculpture from the garbage.
3 We ______________ (carry) our heavy cases to the car.
4 His grandma ______________ (go) to Aswan last year.
5 Yesterday, my cousin ______________ (come) to visit us.

Language focus

We make the negative past simple by using *didn't* and the infinitive of the verb:

*The people **didn't help** him with his work.*

*I **didn't know** the answer to the teacher's question.*

11 **Make the sentences negative**

1 He traveled all over Egypt. ______________
2 He ate Om Ali in Tanta. ______________
3 It rained yesterday. ______________
4 They came here by airplane. ______________

UNIT 7

LESSON 3 ANCIENT EGYPTIAN HOMES



1 Work with a partner. Discuss

1 What do you think Ancient Egyptian homes were like?

2 Where did people build their homes in Ancient Egypt?

3 What did people use to build their homes?

2 Read the passage. Decide if the sentences are True *(T)* or False *(F)*. Correct the false ones in your notebook

In Ancient Egypt, many people made their homes near the Nile. They used its water for drinking, cooking, and washing. They also used mud from the river to make bricks for their houses. The **mud bricks** made very strong walls.

Ancient Egyptians wanted to keep their homes cool. The mud bricks helped do this. Some people also painted their homes white to make them cooler. Ancient Egyptian homes all had flat **roofs**, which were the coolest part of the house. Families often cooked, ate, relaxed, and slept there on hot nights.

The furniture in Ancient Egyptian homes was very different from today. There were **reed mats** to sit and sleep on. They used papyrus to cover the windows and doors. This kept the insects outside. In every home, there were large pots and baskets for storing crops and wooden boxes for clothes. Not many people had beds or chairs.

In cities, people lived very close together, and so they built their houses taller, with two floors. This saved space so they could build more houses. City houses joined together, just like today. In the countryside, houses usually only had one floor, and they also had a garden. They grew vegetables and kept chickens there.

1 A lot of people made their homes near the Nile. ☐

2 In Ancient Egypt, people used water from the Red Sea for drinking. ☐

3 The mud bricks helped Ancient Egyptians to keep their homes cool. ☐

4 The furniture in Ancient Egyptian homes wasn't the same as today. ☐

5 The Ancient Egyptians stored their clothes in metal boxes. ☐

6 The houses in cities usually had one floor only. ☐



3 Read and listen to the poem

By the banks of the ancient River Nile,
Egyptian houses had a special style:
Dark inside with small windows,
Reed mats on the roof where the cool wind blows,
Outside under the stars at night,
One family together, feeling all right.
Mud from the Nile made their walls
Safe and strong, and never to fall.



4 Work with a partner. Read the poem again. Underline things in the poem you can see in the picture below.

5 Listen and write the labels on the Ancient Egyptian house

gate oven pot roof reed mat ~~sleeping area~~

1 *sleeping area*
2 ______
3 ______
4 ______
5 ______
6 ______

UNIT 7

LESSON 4



PRONUNCIATION

Language focus

In English there are words with double vowels, like *pool* and *sheep*.

When there is a double 'e' in a word, the sound is long, e.g. *three, keep,* and *cheese.*

When there is a double 'o' in a word, the sound is long, e.g. *school, tool,* and *spoon.*

1 Write the double vowel words with *ee* or *oo*.




1 tr *ee*



2 sp___



3 sh___



4 r___





5 s___

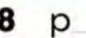
6 s___



7 q___



8 p___



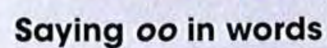


2 Listen and repeat the words in Exercise 1

Language focus



Saying *oo* in words

When you see *oo* in a word, you can say /uː/, as in *pool* and *spoon*.
We can also pronounce *oo* as a shorter sound, /ʊ/, as in a word like *good*, or as /ʌ/, as in a word like *blood*.

3 Listen and write the words you hear. Then listen again and repeat



1 *wood*



2 ____________



3 ____________



4 ____________

5 ____________



6 ____________

4 Read. Put the *oo* words in the correct column in the table. Then listen and check

~~school~~ ~~book~~ ~~flood~~ smooth cook blood
food zoo wood wool noon spoon pool good

/uː/	/ʊ/	/ʌ/
school	*book*	*flood*





MATH

Decimals

How do we **round decimal numbers**?

First of all, we need to look at what decimal numbers are.

Look at the information below about the number 13.95.

1	3	.	9	5
tens	**units**	**decimal point**	**tenths (1/10)**	**hundredths (1/100)**
			digits after the decimal point	

1 Circle the digits after the decimal point

283.7   7   8.37   3.126   0.006

We can **round** the number after the decimal point to the nearest whole number. It makes the numbers shorter and easier to use.

Let's look at rounding the number.

If the digit in the tenths is 5 or more, then we'll round **up** to the nearest whole number:

13.**95** becomes **14**.

If the digit in the tenths is less than 5, then we round **down** to the nearest whole number:

134.**3** becomes **134**.

2 Round the decimal numbers to the nearest whole number

221.22	45.67	678.92	56.88	34.2	189.37	3.56

3 Look at the decimal numbers in the picture and round them up or down to the nearest whole number. Use the numbers to find the color code. Color using the code





LESSON 5 WRITING

1 **Read Dalida's blog and answer her question**

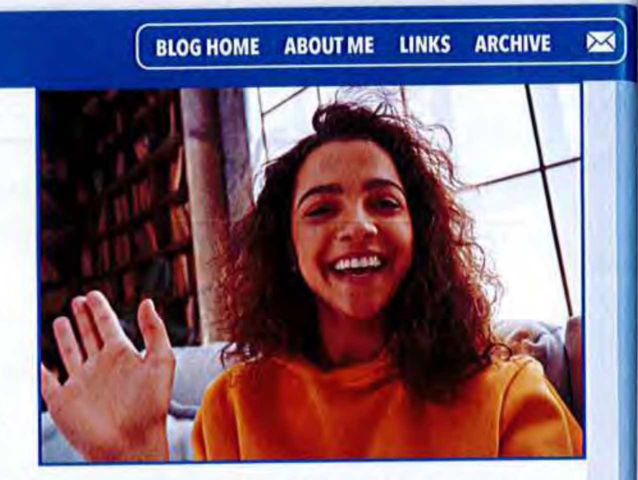
blogging: to write about something in an online blog
ecological: related to living things and their environments

Dalida

BLOG HOME ABOUT ME LINKS ARCHIVE

Wednesday, 8th November

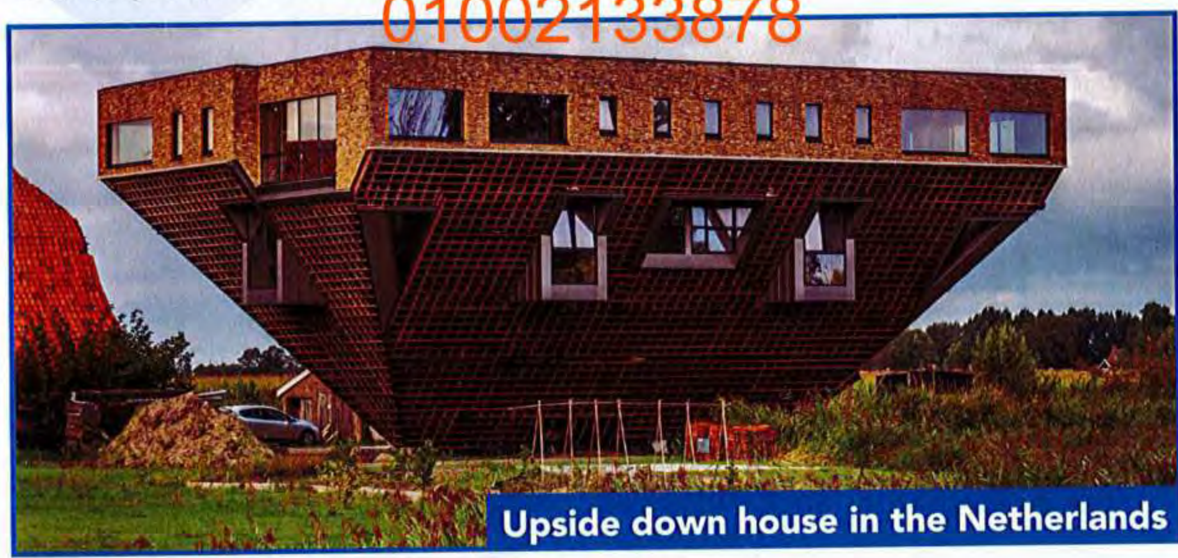
Unusual homes



Hi! My name's Dalida and I like **blogging** about different things. This week I'm writing about unusual homes. This topic is very interesting for me because my mom's an architect, so she sometimes takes me to see some brilliant places. It's really awesome!

I found this unusual house in the Netherlands online – it's upside down! It is actually an old **farmhouse** which people are changing to make it modern. This works very well because all the windows are at the top, so you get a lot of light. Local people like it because it fits in very well with the local **landscape**, which is farms and fields. It is also very **ecological** because they use air, water, and sun to heat and make energy for the house. That's so cool! 😳

What do you think of it? Do you like it?


Upside down house in the Netherlands

2 **Decide if the sentences about Dalida's blog are True (*T*) or False (*F*)**

1 The house is in France. ☐
2 It's in a city. ☐
3 Dalida visited the house. ☐
4 It's ecologically friendly. ☐

Writing a blog



1 Write about something you like and enjoy.
2 Write to your readers as if you are speaking to them. Use contractions (*I'm, it's*) and words like *'awesome'* and *'cool'*.
3 Use exclamation marks (!) and emojis:    .
4 Give your opinion and invite your readers to give theirs.
5 Check that your spelling is correct.

3 **Find examples of the tips from the *Tip!* box in Dalida's blog. Circle them**

4 **Using adjectives in a blog makes it interesting. Sort the adjectives into positive and negative adjectives**

~~awful~~ annoying awesome boring
~~funny~~ brilliant cool friendly interesting

Positive	Negative
funny	awful

5 **Write your blog. Find an unusual house or home and write about it. Write 30–40 words**

Write:

- where it is and give some information about it.
- what you think about it and why.
- ask the readers about their opinion.



LESSON 6



PROJECT

Presentation: Ancient Egyptian Homes



1 Work in pairs. Discuss and decide



You are going to research an Ancient Egyptian home.

Find a home to talk about to give a presentation to your class. Get into pairs and think about:

Where is the home? Is it in the city or in the countryside?

What does the home look like on the outside?

What is inside the home?

Would you like to live in a home like this one? Why? Why not?

2 Research and do

1 Think about your presentation. What can you write? What headings and pictures can you use? Can you draw a picture?

2 Decide who will do what. Make sure you both have something to do.

3 Make your presentation. Check your work.

4 Practice your presentation. Make sure you both speak.

3 Show your presentation to the class

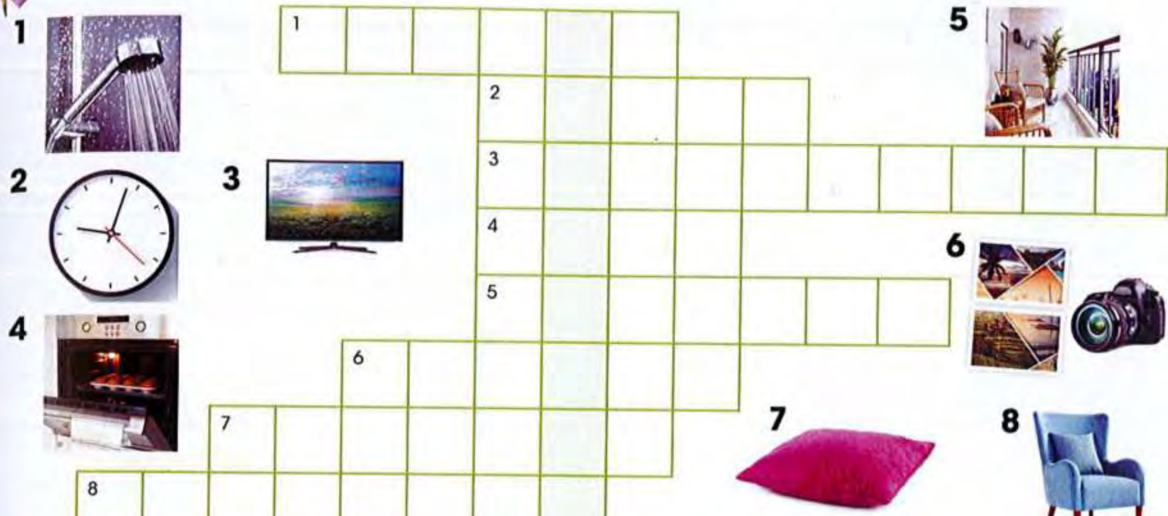
Give your presentation to the class.

Ask and answer questions about your group's presentation.

SELF-ASSESSMENT



1 Do the crossword puzzle. Find the word in green





2 Change the sentences into the past simple affirmative

1 I didn't arrive on time.

2 She didn't eat her dinner.

3 They didn't go to the beach on Sunday.

4 He didn't see that new movie in the movie theater.

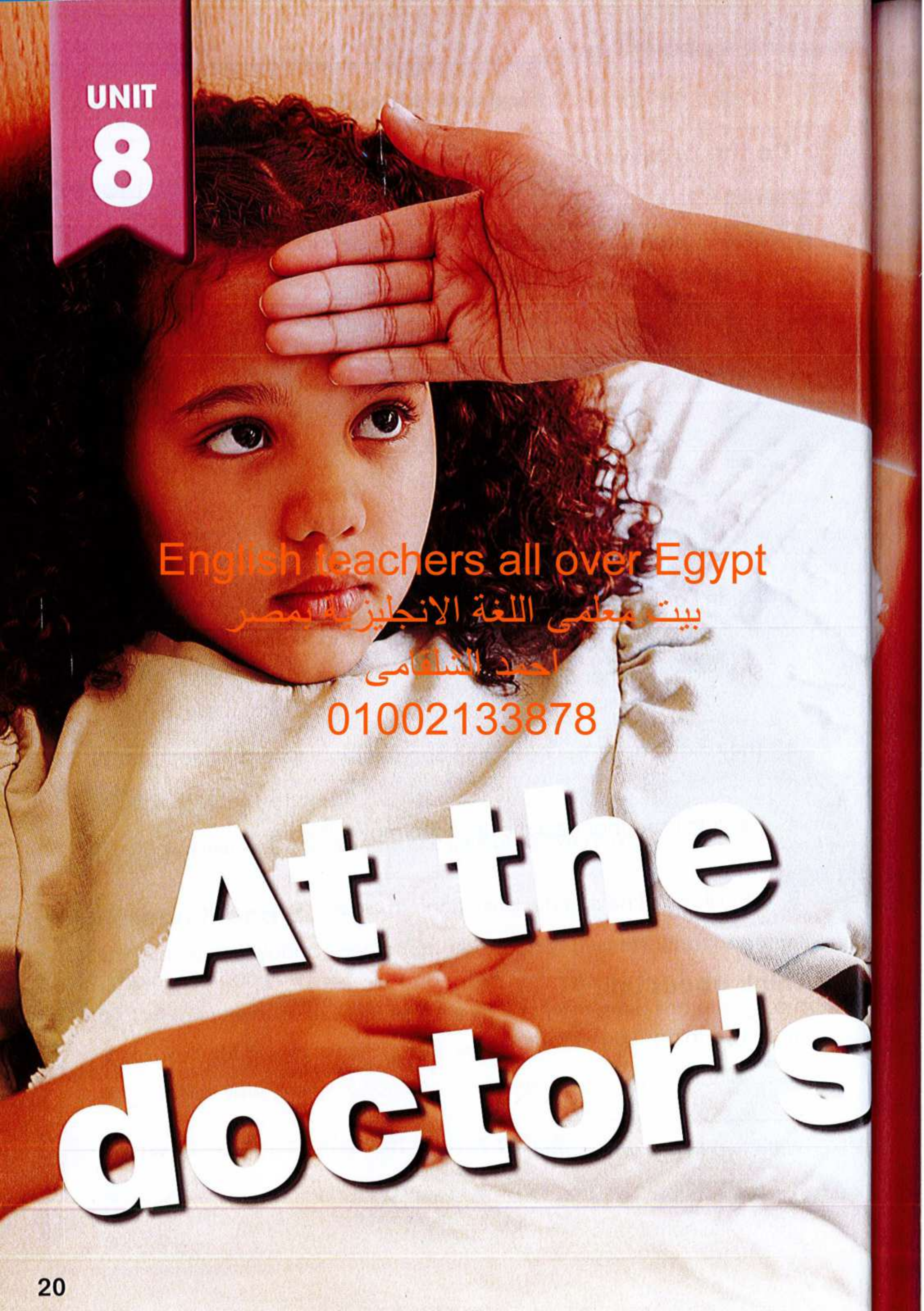
5 She didn't sit next to her best friend in class.



3 Think about Unit 7

Write two things you enjoyed.

Write two things you learned.


UNIT
8
At the doctor's

In this unit I will ...



- listen, read, research, and write about different illnesses and treatments.
- read a story about an elephant.
- practice using *have* to talk about illnesses.
- listen to and understand a conversation between a doctor and a patient.
- learn about and use the prefixes *un, ir, il,* and *im*.
- understand the difference between /f/ and /v/ sounds.
- write a short paragraph about staying healthy.
- plan what to put in a first-aid kit and make a poster.

Look, discuss, and share



What do you think is wrong with the girl?

When was the last time you didn't feel well?



Did you know?

In Ancient Egypt, doctors often used honey as medicine to help sick people.



Find out

What jobs can people do in a hospital?

Find four examples and share them with a partner.

UNIT 8

LESSON 1 THEY DIDN'T COME TO THE CLUB!



Listen and read. How does Fares feel today?

Mom: Hi Fares! Did you have a good day at the club?

Fares: Not really. Only five people came to the club today!

Mom: Oh no! Are they OK?

Fares: No, they have problems. My friend Tarek hurt his **ankle** at football practice last night. And Amr has an **earache** from swimming.

Mom: What about your cousin Lama? Your aunt said she had a **toothache**.

Fares: No, she wasn't there. I think she went to the dentist. Two of my friends have a cold. The doctor told us to be careful. When we have a cough or a **sore throat**, we should stay home!

Mom: How do you feel?

Fares: Well, I have a backache and I'm worried about my friends. I hope they'll feel better tomorrow.

Mom: I hope so, too!



Listen again and number the photos in the order that Mom and Fares talk about them

a



b



c



d



1

e



f





Listen again. Circle the correct words

1. Fares had a **bad / good** day at the club.
2. Tarek hurt his **ankle / ear** at football practice.
3. Fares thinks Lama went to the **doctor / dentist**.
4. Two of Fares's friends have **a cold / an earache**.
5. Fares's **leg / back** hurts.



Read the words in the box. Look at the pictures and complete the sentences, then listen and check

cough headache shoulder toothache

1



Mom: What's the matter, Dina? Do you have a ____________?

Dina: Yes. My tooth hurts!

2

Mom, can I have some milk and honey for my ____________, please?

3





Ouch! My ____________ hurts!

4



Mom: What's the matter, Wael? Does your stomach hurt?

Wael: No, I have a ____________.



Act and say with a partner





UNIT 8



LESSON 2 CLIL SCIENCE

Water



1 Work with a partner. Discuss

1 How many glasses of water do you drink every day?

2 Why is water important for your health?



Tip! Salt water can also be called sea water. It is the water in seas and oceans.



2 Look and complete

~~glacier~~ lake ocean river stream

1

glacier

2

____

3

____

4

____

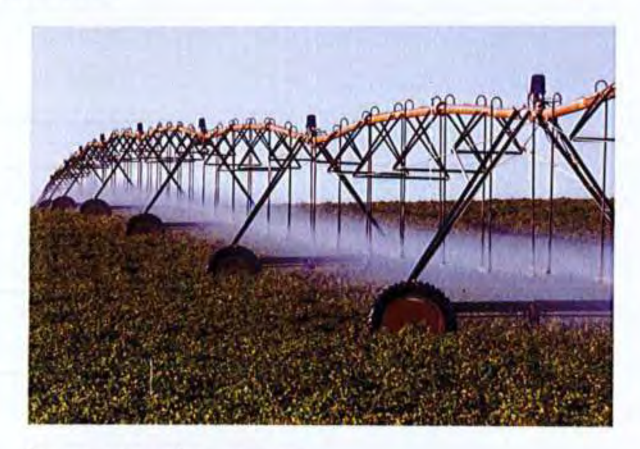
5

____

3 Look at the photos. Do you think the water is fresh water or salt water? Discuss with a partner



1 bathwater



2 water for crops



3 drinking water

4 the Red Sea

4 Think. What's the difference between the water in the River Nile and the Mediterranean Sea? Why can't we drink the water in the sea? Use these clues to talk about your answers

fresh water salt water health

salt stream rain stomachache





UNIT 8

DESCRIBING THE ELEPHANT

1 **Look at the picture on page 27. What animal can you see?**



2 **Read and listen to the story. What is special about the men?**

A long time ago, there were six **blind** men who wanted to meet an elephant. They had heard many stories about these incredible animals, but each man had a different idea about what the elephant would look like.

One day, a local farmer was walking along the road with an elephant that worked on his farm. The farmer asked if the men would like to touch the elephant to discover how it looks. The men were very excited and walked over to the enormous animal.

The first man touched the side of the elephant. He said, "It's very tall and very strong. It's like a wall!"

The second man put his arms around the elephant's back leg. He said, "No, you're wrong! It's round and strong like a tree trunk!"

When the third man put his hand on the elephant's **trunk**, he said, "You're both wrong! The elephant is long and **flexible**...it's just like a snake!"

The fourth man put his fingers against the elephant's **tusk**. He said, "It's hard, long, and smooth. I think it's dangerous like a **spear**!"

The fifth man was very, very tall. He reached out and touched the elephant's ear. He said, "This elephant is smooth and flat, and shaped just like a leaf!"

Finally, the sixth man put his hand on the elephant's tail. He said, "This elephant is not like a wall, a spear, or a snake. It's not like a leaf or tree trunk! This elephant is just like a **rope**!"

The farmer listened to everything the men said. He turned to them and said, "In fact, you're all correct! Each of you only touched one part of the elephant. If you stop for a moment, and listen to what you all think, you can all see what the elephant looks like."

3 **Match the words to their correct meaning**

1 blind	**a** a very long pointed tooth
2 trunk	**b** a long pointed stick
3 tusk	**c** the very long nose of an elephant
4 spear	**d** can't see



4 Answer the questions in your notebook

1 What did the blind men want to find out?
2 What did the first blind man say about the elephant?
3 Which part of the elephant was like a tree trunk? Why?
4 Why did the fourth blind man think the elephant's tusk was like a spear?
5 Which part of the elephant was like a huge leaf?
6 What did the sixth blind man think the elephant's tail was like?
7 What did the farmer tell blind men to do? Why?

5 What do you think the moral of the story is?

1 The elephant is the biggest animal in the world.
2 Blind men are very clever, and they are good at describing things.
3 When we listen to other people, we can understand the world better.



6 Work with a partner. Take turns

- **Student A:** Describe an animal, but don't say it's name!
- **Student B:** Listen to Student A and draw a picture of the animal.
- **Student A:** Look at the picture and say if it is correct.






UNIT 8

LESSON 3 HOW ARE YOU?


1 Listen and read. What's the matter with Ashraf?

Ashraf: Hello, Doctor. I don't feel well.

Doctor: What's the matter, Ashraf? Do you have a headache?

Ashraf: No, Doctor. I don't have a headache.

Doctor: Do you have a stomachache?

Ashraf: No, Doctor. I don't have a stomachache.

Doctor: Do you have a toothache?

Ashraf: No, Doctor. I don't have a toothache. I have ... I have ... *Achoo!*

Doctor: Oh, dear! You have a cold. Stay home, sleep well, and take this medicine.

2 Read the *Language focus* box. Then read the dialog in Exercise 1 again with a partner



Language focus



We use ***have*** to talk about illness:

I have *a headache.*

Amir has *a stomachache.*

Do you have *an earache?*

No, I don't. *I have a sore throat.*

3 Look at the pictures. Complete the sentences

1 Amir has a stomachache.

2 ______ a toothache.

3 ______ a cold.

4 ______ an earache.

5 ______ a headache.


Salma


Amir


Reem


Tarek


Lama



4 Put the words in the correct order to make sentences or questions

1 you / an earache / Do / have / ?

2 sore / a / I / throat / have / .

3 a / has / He / cold / .

4 Nader / have / Does / headache / a / ?

5 he / No, / doesn't / .

5 Read. What part of her body has Nahla hurt?

Nurse: Come in, Nahla. What's the matter?

Nahla: I fell over in the playground.

Nurse: Oh, dear. Where does it hurt?

Nahla: Here. I have a cut on my arm.

Nurse: Oh, yes, I see. Don't worry. I'll clean it and put a bandage on it.

Nahla: Thank you, nurse.



6 Work in pairs. Act out the dialog. Change the details

Come in, Gameela. What's the matter?

I have a sore throat and a headache. I think I have a cold. My throat really hurts!



UNIT 8

A SPECIAL HOSPITAL



1 Listen and read. Which country is this hospital in?



In a hospital in Bangalore, a city in southern India, there are many patients. The hospital treats patients from all over the country. With every patient, there are about ten family members. In India, it is unusual for a sick person to go to the hospital alone. Family usually go with their **unwell relative**. This means that the hospital is often very **crowded** and busy. But instead of telling family members that they can't visit their sick relatives, the **staff** at this hospital do something special. They turn a problem into something wonderful. They have classes to teach the family to look after the sick person. For example, some people learn how to change bandages and others learn how to give **injections**.

Each afternoon, staff from the hospital turn the **corridors** into classrooms. The nurses become teachers and the family members – and sometimes even the patients – become the students. Not only does this help the hospital staff, but it also helps the families to care for their relatives when they go home. The staff know that the lessons work because not as many patients return to the hospital now.

2 Complete the summary of the text with the words in the box

helpful hospital injection staff patients relatives

The text is about a 1 __________ in India. It is a very busy place that treats 2 __________ from all over the country. People usually travel to the hospital with many 3 __________ so this means the hospital is always very crowded. At the hospital, the 4 __________ teach the family members how to do useful things, like changing a bandage or giving an 5 __________. This is 6 __________ for both the staff and the patients.

Language focus

We can add the prefix *un-* to make the opposite of an adjective:

usual → unusual   well → unwell

*In India, it is **unusual** for a sick person to go to the hospital alone.*

Some other prefixes that are used to show the opposite are *ir-*, *il-*, and *im-*.
Look at the chart:

Prefix	Use	Root word	Opposite word
ir	when the word begins with *r*	responsible	irresponsible
il	when the word begins with *l*	legal	illegal
im	when the word begins with *m* or *p*	possible, moral	impossible, immoral



3 Rewrite these sentences so they mean the opposite. Use the prefix *un-*

1 Tarek is happy. ____________

2 The bridge is safe. ____________

3 Dad is fit. ____________

4 Look at the chart. Add the prefix *ir-*, *il-*, or *im-* to these words

1 legal ____________

2 polite ____________

3 moral ____________

4 regular ____________



5 Work with a partner. Discuss

1 Have you been to the hospital with someone who was sick?

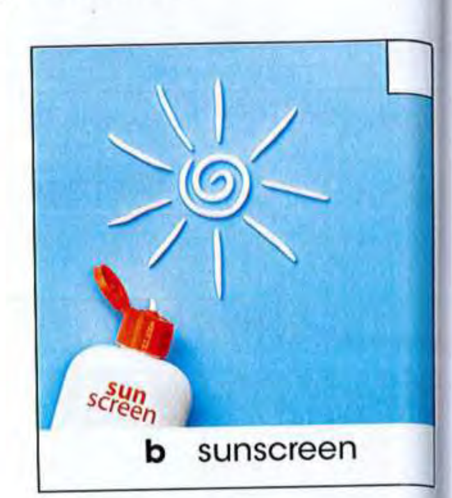
2 Is it a good idea to teach families how to look after a sick family member? Why / Why not?

UNIT 8

LESSON 4 THE POWER OF HONEY

1 Look at these items. Match them to the problems


a bandage



b sunscreen

1 a sore throat

2 a cut knee

3 sunburn

4 a headache


c honey and lemon


d pills

2 When was the last time you needed an item from Exercise 1? What happened? Tell your partner



I cut my knee last week. My grandma put a bandage on it.

3 Read the first paragraph of an article about honey. What two ways does the writer say we use honey in food?

Do you like honey? Perhaps you enjoy eating it for breakfast. Or maybe you enjoy it in a sweet *basbousa*? But did you know that honey isn't only a food? It is also used as a **treatment** for some injuries and illnesses.

In some countries, honey has been used by doctors for thousands of years. It was first used to treat **wounds** by Egyptian doctors around 5,000 years ago. Recently, scientists have tried to find out exactly why honey is so good for **healing** wounds and treating illnesses.

Scientists know that some types of honey contain things that can help to kill **bacteria**. This helps wounds to heal more quickly. You must be careful, however. The honey that doctors use is a special honey only that is safe to use as a treatment. So, if you have a jar of honey in your cupboard, you can mix it with milk to make your cough better, but don't put it on your cut knee!

4 Now read the full article. Check (✓) the facts that are mentioned

1 Bees make honey. ☐
2 Honey is the sweetest substance on Earth. ☐
3 Doctors have used honey for thousands of years. ☐
4 Some types of honey can kill bacteria. ☐

5 Look at the words in bold in the article. Match them to their meaning

1 treatment
2 wound
3 bacteria
4 heal

a to get better
b very small things that can make you ill
c medical care to help you get better
d an injury that damages your skin



PRONUNCIATION

1 Complete the words with 'f' or 'v'. Then listen and say



1 I have a pet ___rog.



2 Hany is a ___et.



3 I have a very long scar ___.



4 Do you like ___egetables?



5 I really like ___ruit.



6 We like watching tele___ision.

2 Read, listen, and circle. Then listen again and repeat

1	van	fan
2	leave	leaf
3	life	live
4	ferry	very
5	few	view
6	safe	save

How to make the /f/ sound:

Rest your top teeth on your lower lip. Blow, but **don't** use your voice!

How to make the /v/ sound:

Rest your top teeth on your lower lip. Blow, but **do** use your voice!

3 Say these sentences. Say them again as fast as you can

1 Is there a fan in the very big van?

2 Leave the lovely leaf on the tree!

3 A few friends saw the very fine view.

4 The ferry is very fast!

5 It's safe to save your money here!





MATH

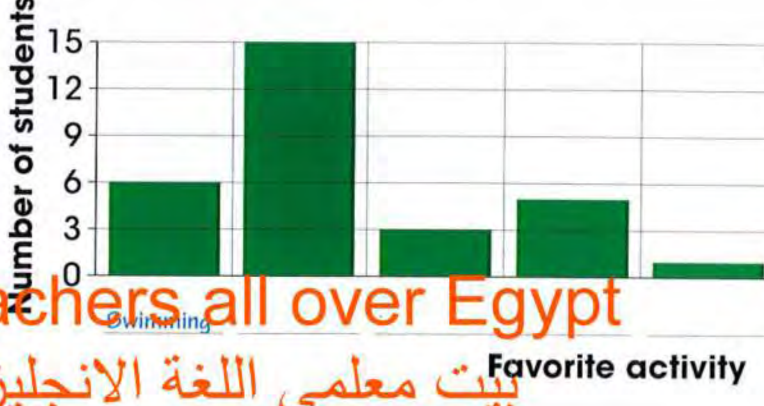
Bar charts



1 Look and read. Then label the bar chart

A bar chart is a way of showing information. Last week, 30 students were asked about their favorite free-time activity to stay healthy. Here is the result of their survey. Which favorite activity was enjoyed by the biggest number of students?

Favorite activity	No. of students
Swimming	6
Football	15
Reading	3
Taking long walks	5
Cooking	1



2 Now use this table to complete the bar chart

Favorite food	No. of students
Ful medames	6
Koshari	6
Kofta	7
Fiteer baladi	9
Shawerma	5

Number of students: 0, 2, 4, 6, 8, 10, 12

Favorite food

3 Now ask and answer about the charts





Which food is the most popular?

Fiteer baladi is the most popular food.



LESSON 5 WRITING



1 Think and write

What do you do to stay healthy? Write a list.

2 Compare your list with a partner. What is the same? What is different?

3 Read Asma's presentation. Check (✓) the things that she talks about



My list of healthy things to do

- playing sport ☐
- eating vegetables ☐
- reading books ☐
- getting enough sleep ☐
- visiting a doctor ☐
- spending time with friends ☐
- drinking plenty of water ☐

My presentation today is about staying healthy. It is really important to eat healthy foods like fruit and vegetables and to have a **balanced diet**. There are lots of other things that we can do to look after our health.

You should do some exercise every day. It's very important to keep your body moving. Playing sport at school or with friends is a good way to exercise.

Another thing you can do is to go to bed early. It's important to get enough sleep. **Experts** think you should get between eight and nine hours of sleep every night.

In addition to this, one of the best ways to stay healthy is to spend time with your friends. It's not only your body that you need to keep healthy, you should make time to focus on being happy, too. Spending time with your family and friends is a great way to do this.

4 Read Asma's presentation again. Complete the sentences

1 Asma says it's important to eat __________.

2 Asma says that __________ is a good way to exercise.

3 You should sleep between __________ hours every night.

4 Spending time with your friends is good for your __________.



5 Asma's class completed a table about staying healthy. Look at the table. Complete it for you

Key: 🙂🙂🙂 = very good 🙂🙂 = OK 😐 = could do better

Eating healthy foods	😐	Eating healthy foods	
Getting enough sleep	🙂🙂	Getting enough sleep	
Drinking plenty of water	🙂🙂🙂	Drinking plenty of water	
Playing sport	🙂🙂🙂	Playing sport	
Spending time with friends	🙂🙂	Spending time with friends	



6 Ask your classmates about their results. What are they good at? What could they do better?



7 Look at the list in Exercise 3. Choose one of the items that Asma *didn't* talk about. Write a short paragraph of 30 - 40 words. Look at the model below

To stay healthy, it's very important to drink plenty of water. This keeps your body working well. It's especially important if it's a very hot day or if you're exercising.

UNIT 8

LESSON 6



PROJECT



1 Work in groups. Discuss and decide

You are going on a school trip to the desert. Your class is responsible for packing the first-aid kit. Look at the objects below. In groups, discuss which **four** items you want to take and why these are the most useful.

Take bandages in case someone cuts their knee.





2 Read and do. Make a poster

1 Think about your poster. What can you write? What headings and pictures can you use?

2 Decide who will do what. Make sure everyone has something to do.

3 Make your poster. Say why the four items will be useful. Remember to check your work at the end.

3 Show your poster to the class

1 Get up and walk around. Show your poster to other groups.

2 Ask and answer questions about your poster.

SELF-ASSESSMENT



1 Read and complete

1 When your head hurts, you have a ____________.
2 Milk and honey can help a ____________ ____________.
3 I ate something bad. I have a ____________.
4 The water in the oceans is called ____________ ____________.
5 The water in rivers and lakes is called ____________ ____________.
6 The opposite of *usual* is ____________.



2 Complete the sentences with *have / has or don't have / doesn't have*

1 Ghada ____________ an earache.
2 I ____________ a stomachache.
3 Adam ____________ a headache.
4 My sisters all ____________ a cold!
5 Nahla and Reem ____________ coughs.
6 My brother ____________ toothache.



3 Think about Unit 8

Write two things you enjoyed.

____

Write two things you learned.

____

UNIT 9

A reptile in its habitat

My favorite animal



In this unit I will …

- listen, read, research, and write about animals.
- listen and read about a trip to a wildlife park.
- learn how to say /w/ and /v/ sounds.
- write an email about an unusual animal.
- research and make an infographic about animals in a habitat.

Look, discuss, and share

What's the animal in the photo?

Where do you think it lives and what do you think it eats?



Did you know?

Flamingos eat with their heads upside down. They use their tongue to catch their food.

Do you think other animals can eat upside down?



Find out

Find out about other animals in Egypt. Where do they live? What do they look like? What do they eat? Share your answers with your partner.



LESSON 1 WILDLIFE



1 Listen and read. Then say the words



1 kangaroo



2 panda



3 bat



4 lion



5 penguin



6 dolphin



7 snail



8 parrot

2 Read the clues. Write the correct animals

1 I live in the garden. I have a shell. I don't have legs or arms.

____

2 I live in Australia. I jump on two legs.

____

3 I fly at night. I sleep upside down on trees.

____

4 I live on ice and snow. I'm black and white. I can swim, but I can't fly.

____

5 I am a bird. I am very beautiful and colorful. I live in the rainforest.

____

6 I live in Africa. I'm a very big cat. I am very strong.

____

7 I am very friendly. I swim in a group with my family in the ocean.

____

8 I live in China. I eat bamboo. I'm big, and black and white.

____



3 Read. Where did Ramez go yesterday?

Ramez: Hi! I had a **wonderful** day out yesterday with my family.

Ayman: Where did you go?

Ramez: I went to the new **wildlife park** – it was awesome!

Ayman: What did you see? Could you go near the lions?

Ramez: No, we stayed in the car. But we could see them through the trees. The kangaroos were interesting, too. When they are little, they can sit inside their mom's **pouch** – it's so sweet!

Ayman: What birds did you see?

Ramez: Lots, but my favorites were the parrots. They were so beautiful and they could talk! We said some words for them to repeat!

Ayman: What about animals that like the cold? Did you see any?

Ramez: Yes, penguins! They were in a special place inside. It was cold, like a fridge. We fed them some fish! I love penguins – they can swim so well and they look so cool!

Ayman: Wow! Was there anything you wanted to see but couldn't?

Ramez: The bats. I'm doing a project on bats at school, so I really wanted to see them! But they were all hiding and I couldn't see them in the dark!

Ayman: Oh well, it sounds amazing! I've got to feed my rabbit now – that's the most wildlife I'll see today!

4 Complete the summary with the words in the box

project sad parrots ~~park~~ enjoyed lions

Yesterday, Ramez went to a wildlife **1** park with his family. He **2** ____________ it very much. They saw lots of different animals like **3** ____________, kangaroos, and penguins. He saw his favorite birds, the **4** ____________. He was a bit **5** ____________ because he didn't see the bats and he's doing a **6** ____________ on them at school.



UNIT 9

LESSON 2 WHAT COULD YOU DO?




Language focus





When we talk about something we are or aren't able to do in the present, we use *can* or *can't*.

*I **can** play basketball.* *I **can't** speak Italian.*

To make questions, we change the order of the words (to start with *can*).

***Can** you play tennis?*

We use *can* or *can't* with the infinitive without *to*

1 Match

1 birds
2 lions
3 snails
4 bats

a can live in shells
b can sleep upside down on trees
c can fly
d can run very fast

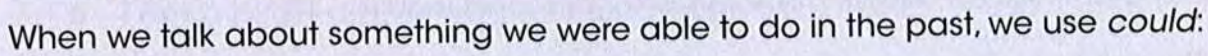
2 Write *can* or *can't*

1 Bats __________ fly very fast.
2 Snails __________ move quickly.
3 Parrots __________ fly.
4 Pandas __________ drive a car.




Language focus





When we talk about something we were able to do in the past, we use *could*:

*I **could** speak French when I lived in France.*

When we talk about something we were not able to do, we use *couldn't*:

*I **couldn't** take the bus so I had to walk.*

To make questions, we change the order of the words:

***Could** you ride a bike when you were three?*

We use *could* or *couldn't* followed by the infinitive without *to*.

3 Write *could* or *couldn't*

1 When I was two, I ____________ use a computer.

2 I ____________ read when I was one.

3 My sister ____________ play chess when she was five, but she ____________ when she was eight.

4 My cousin ____________ run when he was a baby.

5 I ____________ swim when I was a baby, and everyone was amazed.

6 ____________ you speak English when you were five?

4 Circle the correct word

1 I couldn't say anything in German last year, but now I __.

a can **b** can't **c** could

2 Last year, he __ run very quickly, but now he can.

a can't **b** could **c** couldn't

3 __ you play the piano when you were a child?

a Can **b** Could **c** Couldn't

4 Sorry, I __ help you with your homework. I'm busy.

a can **b** can't **c** could

5 Work with a partner. Ask and answer about the things you could do at different ages. Use the photos or your own ideas

Could you speak when you were six months old?



Yes. I could say "mama" and "dada!"













UNIT 9

THE TRAVELERS AND THE TREE



1 Match the words to the photos. Check in a dictionary

a


b


1 trunk of a tree
2 branch of a tree
3 nuts
4 exhausted

c


d




2 Read and listen to a fable by Aesop. Why was the tree angry?

Once there was a very big old tree in a hot, dry land. It had lived for many years. Its **trunk** was very wide and it had many green **branches**. It was famous because it was the only tree where it lived, and it gave **shelter** and **rest** to hundreds of travelers as they moved across the country. It was near four towns and many villages in its area and was a meeting point for traders.

One day two travelers, who were new to the area, were walking across the field and saw the tree. It was a very hot, dry day and one of them said, "Let's stop under that tree, where there's some shade." "That's a very good idea," said his friend. They rested under the tree and drank some water. They then enjoyed the shade and the cool breeze. As they were **exhausted**, they soon fell asleep.

When they woke up, one of the travelers felt hungry. Neither of them had any food in their bags so they looked up at the branches of the tree. "This tree is useless," one of them said. "It has no food for us – there are no **nuts** or fruit on its branches." "But it has shade and it's keeping us cool," said the other.

But the tree heard the first traveler's words and it was angry. "How can you be so ungrateful?" It said, "You came to me feeling hot and tired. I gave you a cool, comfortable place to sleep and I probably **saved** your life. Look, there is no other cool place to sleep near here." The travelers looked around them and saw the tree was correct and felt very sorry.

3 Decide if the sentences are True *(T)* or False *(F)*. Correct the false sentences in your notebook

1. The tree was in a field with many other trees. ☐
2. It was a cool, rainy day. ☐
3. The travelers were tired. ☐
4. The travelers were thirsty. ☐
5. Both the travelers were ungrateful to the tree. ☐
6. In the end the travelers were sad about being unkind to the tree. ☐

4 Look at the underlined words in the story. Circle the correct definition

1. A *breeze* is a little **wind / lake**.
2. When something is *useless* , we **can / can't** use it.
3. When someone is *ungrateful* they **thank / don't thank** others for doing something good.
4. When something is *comfortable*, it's **nice / not nice** to sit on or wear.
5. A *meeting point* is somewhere where people **leave / meet**.

5 Work in pairs. Answer the questions

1. What do you think the moral of the story is?
   - **a** It's important to plant lots of trees.
   - **b** It's important to give value to the small things in our lives.
   - **c** It's important to take food when you travel.
2. What do you think the travelers said to the tree at the end?

6 Work in pairs. Answer the questions. Use the photos below to help you with your answers

1. Why are trees important for humans?
2. Why are trees important for animals?
3. Why is it important to plant trees?









LESSON 3 CLIL SCIENCE

The water cycle

1 Work with a partner. Look and check (✓) the things we need water for. Can you think of more examples? Why is water so important?









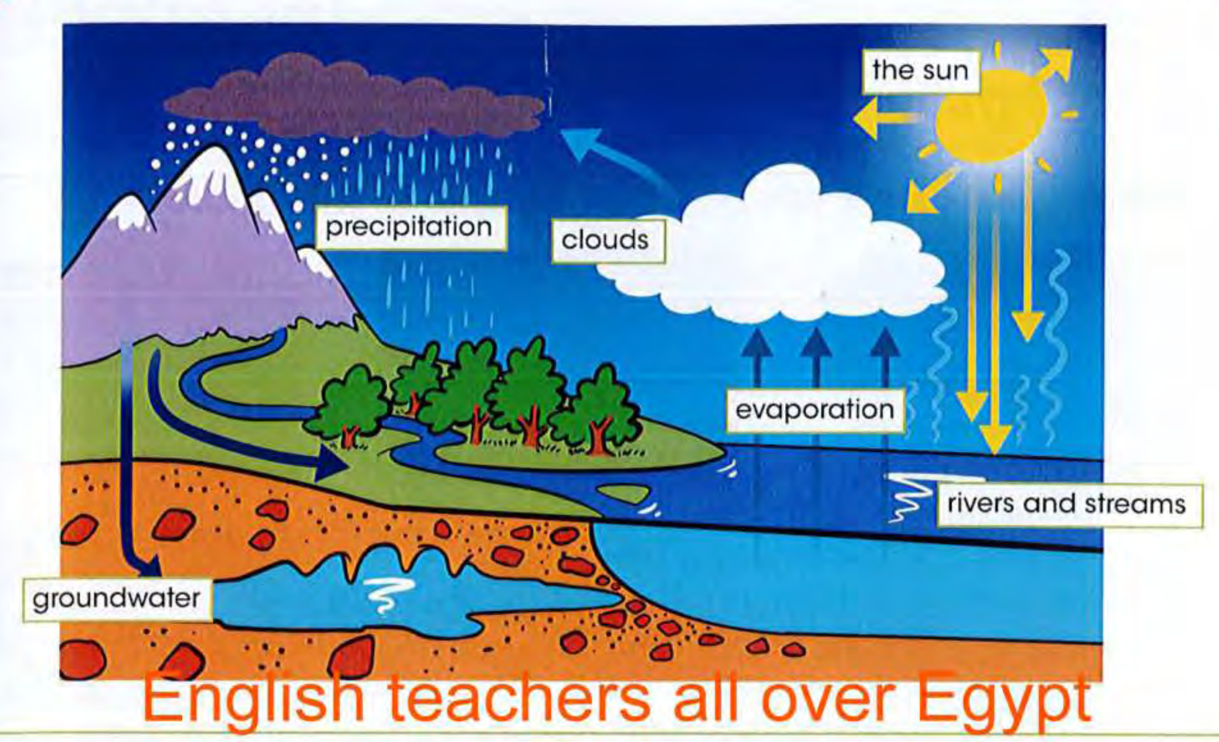
2 Work with a partner. Discuss



1. Look at the photo of planet Earth – how much do you think is water?
2. Where does water come from? Circle the words below which are made of water.

house	river	car	lake
snow	ice	cat	rain
faucet	cloud	ocean	field

3 Read and listen



Where does our water come from?

Rain falls from clouds in the sky. Some rainwater goes straight into the ground. But a lot of it goes into streams, rivers, lakes, and then the ocean. This process is called **precipitation**.

Some of the rainwater changes – the sun warms it and it becomes water vapor. This process is called '**evaporation**'. We cannot see or smell the water vapor and it doesn't stay on the ground. It rises in the air and, as it gets cooler high up in the sky, it changes back into water and forms clouds. As the clouds become bigger, the water in them gets heavier.

When the water in the clouds gets heavier, it falls to the ground, and the cycle starts again.

4 Complete the sentences with words from Exercise 3

1. ________ falls from the clouds.
2. The ________ warms the rainwater and it becomes water vapor.
3. The ________ rises and changes into water.
4. The water forms ________.
5. The clouds get ________ and rain falls again.







SOCIAL STUDIES

Ancient Egyptian Society



Read and listen. Who are the people in the photos?







1  soldier 2 ______ 3 ______

Lots of different people played important roles in Ancient Egyptian society. The person **in charge** was the pharaoh. The pharaoh needed lots of people to help him. He worked closely with **nobles**, and they looked after different things. The nobles collected **taxes** and organized soldiers.

Soldiers were busy keeping Egypt safe. As Egypt was such an important and very rich country, the soldiers **guarded** the kingdom. **The army** was strong, and the soldiers were good at their jobs.

Scribes were very important because they were usually the only people who could read and write. They trained for about 12 years before they wrote on papyrus. They wrote many different things like **letters**, **records**, and important papers. Without the scribes, we would know almost nothing about Ancient Egypt today.

Traders were the people who bought and sold everything in Ancient Egyptian society – food, clothes, jewelry, soldiers' uniforms, ships, and materials for building.

Artisans took the materials from the traders and made them into things for people to use, like furniture, **chariots**, and clothes.

Farmers produced the food that was eaten by the pharoah, the nobles, the soldiers, the scribes, the traders, and the artisans.



After you read a text, pick out some words you don't know and check them in a dictionary. Understanding them in the text will help you learn the words and remember them.





2 Read again. Complete the diagram with the words in the box

artisans
nobles
scribes









Ancient Egypt

traders

2 ____________







3 ____________

farmers

3 Match

1 pharaoh — b

1	pharaoh	a	They grew the food for everyone.
2	soldiers	b	He ruled the country.
3	scribes	c	They wrote everything for the people.
4	traders	d	They kept Ancient Egyptians safe.
5	farmers	e	They bought and sold all the goods.

4 Work with a partner. Look at the diagram of Ancient Egyptian society. Discuss what job would you like in Ancient Egypt and why you like it.

I would like to be a scribe.

Why?

Because I like writing.





LESSON 4 THIS IS SO INTERESTING!





Language focus

We can add *-er* to the end of words to make a noun. This is called a **suffix**. We take the verb, e.g. *teach*, and add ***-er*** to make the person, e.g. *teacher*.



1 Listen and repeat the words



2 Listen again and write the *-er* words



1 t____________ 2 r____________ 3 c____________

4 f____________ 5 f____________ 6 t____________

3 Complete the sentences with words from Exercise 2

1 My grandfather was a great ____________. He traveled to many great places around the world.

2 A famous Egyptian ____________ in England is Mohamed Elneny – he plays for Arsenal.

3 My favorite ____________ is Miss Salwa – she's very friendly and kind in the classroom.

4 My cousin is a very good ____________ – he reads about 20 books a year



Language focus

We can add *-ed* or *-ing* to a verb to make an adjective. If the verb ends in *-e*, we take off the *-e* and add *-ed* or *-ing*.

*I was so bore**d** in that movie.* *That movie was so bor**ing**.*

*I am very interest**ed** in history.* *History is so interest**ing**!*

It's important to understand the difference between *-ed* and *-ing* adjectives:

In the first sentence, ***bored*** describes how I felt about the movie. In the second sentence, ***boring*** describes what the movie was like. In the third sentence, ***interested*** describes how I feel about history. In the fourth sentence, ***interesting*** describes what history is like.

4 Add *-ed* and *-ing* to the verbs to make adjectives

1 annoy annoyed, annoying
2 amaze ____________, ____________
3 interest ____________, ____________
4 tire ____________, ____________
5 surprise ____________, ____________



5 Complete the crossword with words from Exercises 1–4

Across

1 Mr Mahmoud is an excellent ____________. He plants the best tomatoes in town!

3 That long walk was very ____________. I can't wait to get home and relax!

5 My uncle's a professional ____________. He goes up some very high mountains.

Down

2 I find my phone really ____________ when it rings while I'm sleeping.

4 Mr Eissa is a great ____________. He makes everything clear in our lessons.



PRONUNCIATION





Language focus





/v/ and /w/ are both voiced sounds. This means that if you place your hand on your throat, you can feel the vibration when you say them.

To pronounce /v/, press your top teeth against your bottom lip.

***v**et*   ***v**ase*   ***v**iolin*   ***v**olcano*

To pronounce /w/, make a tight circle with your lips.

***w**inter*   ***w**et*   ***wh**eel*   ***w**ater*



1 Listen and repeat



1 vet



2 wheel



3 west



4 violin



5 whale



6 vest



7 watermelon



8 volcano



9 wet



2 Listen and circle the word you hear. Then listen again and check

1	west	vest	2	wheel	whale	3	vase	vest
4	vet	wet	5	violin	volcano	6	water	winter

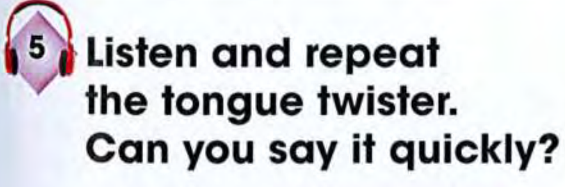
3 Listen and write the words

1	____	2	____	3	____
4	____	5	____	6	____
7	____	8	____	9	____

4 Listen and write. Then listen again and check

Last **1** ____________ I decided to travel
2 ____________ in my boat wearing my
3 ____________. I was looking for a
4 ____________ but I had some problems.
I met some **5** ____________ and they
turned over my boat. I had to sit on my
6 ____________ to stay afloat! I ate
7 ____________ to stay healthy and I
came to shore. I didn't find the **8** ____________ but I met some vets and
they took me home to my **9** ____________!

5 Listen and repeat the tongue twister. Can you say it quickly?


Waleed made vases on very wet wheels for vets.





UNIT 9

LESSON 5 WRITING

1 Read Amir's email. What's his favorite unusual animal?

From: Amir

To: Tamer

Subject: Unusual animals

Dear Tamer,

Thanks for your email. How are things? It was really interesting to hear about the sports you like. I love basketball, and I play on a team once a week.

This week we're talking a lot about unusual animals at school. We looked at animals from around the world and some from Egypt. My favorite unusual animal from Egypt is the **dugong** – can you see the photo? I think it's got a lovely friendly face and it's very cute! Its **nickname** is the **sea cow** and it spends many hours eating grass from the **sea bed** every day.

What about you? What's your favorite unusual animal? Write back and let me know.

Hope to hear from you soon!

Amir

2 Read again and answer *T* (True) or *F* (False)

1. Tamer called Amir and they talked about sports. ☐
2. Amir doesn't like sports. ☐
3. Amir wants to talk about wildlife. ☐
4. He sends a photo to Tamer. ☐
5. Amir says that dugongs are also called sea cows. ☐
6. He wants Tamer to write back. ☐



Writing an email

1. Begin your email with *Dear* or *Hi* and the person's name.
2. Say why you are writing. Use phrases like *Just a quick note* and *Thanks for writing to me.*
3. Give one idea in a paragraph and expand on it – look how Amir mentions the dugong, then describes it.
4. When writing to a friend, you can use informal language, e.g. words like *awesome* and *cool*, contractions like *I'm*, and phrases like *How's life*? and *How are things*?
5. End your email with phrases like *Write soon, Hope to hear from you soon, See you soon, All the best,* or *Bye for now,* and then your name.

3 **Find examples of 1–5 in the *Tip!* box in Amir's email.**

4 **Complete the email phrases.**

things note best soon

1 See you ____________!
2 How are ____________?
3 Just a quick ____________,
4 All the ____________,



5 **Write an email of 30–40 words to a friend about an unusual animal. Use Amir's email and the *Tip box!* to help you. Remember:**

- write about what the animal looks like, where it lives, and what it eats.
- ask your friend about his/her opinion.
- try to use phrases from Exercise 4.

LESSON 6



PROJECT



1 Work in pairs. Discuss and decide

You are going to make an **infographic** about an animal habitat. First, look at the example of an infographic. Then choose a habitat for your infographic. Here are some ideas:

- desert
- forest
- polar
- ocean

2 Read and do

1. Think about your infographic. What can you write? What headings and pictures can you use?
2. Decide who will do what. Make sure you both have something to do. Do your research.
3. Make your infographic. Remember to check your work.

3 Show your infographic to the class

1. Display your infographic on a classroom wall.
2. Walk around. Ask and answer questions about your friends' infographics.
3. Say something you like about each infographic.

GrassLands Habitat

You can find grasslands everywhere. Some grasslands are warm and some are cool.

40%

40 percent of the land surface of Earth is grasslands

Some very interesting animals live on grasslands, like eagles, bisons, and wolves.

big heading

Grasslands Habitat

YOU CAN FIND GRASSLANDS EVERYWHERE.

40 PERCENT OF THE LAND SURFACE...

SOME VERY INTERESTING ANIMALS LIVE ON GRASSLANDS

BISON EAGLE WOLF

give important information

draw charts

give examples

SELF-ASSESSMENT

1 Match

1 kangaroo ☐
2 panda ☐
3 lion ☐
4 rabbit ☐
5 bat ☐
6 snail ☐

a b c

d e f

2 Complete the sentences using *can* / *can't* or *could* / *couldn't*

1 Amr __________ see the board, so he moved to the front.
2 Kangaroos __________ jump very high.
3 In Ancient Egypt, scribes __________ read and write.
4 Ostriches __________ run very fast, but they __________ fly.
5 I had a sore throat, so I __________ talk.

3 Work with a partner

1 Name as many animals as you can from the unit.
2 Name jobs in Ancient Egyptian society, and say what they did.

4 Think about Unit 9

Write two things you enjoyed.

____

____

Write two things you learned.

____

____

REVIEW 3

LESSON 1

1 Listen and point

START

1	2	3	4	5
10	9	8	7	6
11	12	13	14	15

FINISH

2 Look and write

3 Play and say







4 Complete the sentences using the words in the box

unhappy unsafe uncomfortable unfriendly

1 I'm glad Mom and Dad didn't buy that couch - it was really ____________.

2 She's very ____________ because she lost her homework.

3 We all thought the new girl was ____________, but actually she just didn't talk much.

4 That electrical wire looks very ____________ - don't touch it!

5 Complete the text about Injy's day in Alexandria with the verbs in the regular and irregular past simple form

I 1 ___had___ (have) a lovely day yesterday. I 2 ____________ (travel) to Alexandria with my mom to see my aunt. We 3 ____________ (go) by train. I love trains!

When we 4 ____________ (arrive), we 5 ____________ (rush) straight to my aunt's house. She 6 ____________ (give) us a delicious lunch. After lunch, my aunt 7 ____________ (take) us to the Corniche. The sea 8 ____________ (be) really beautiful.

6 Complete the sentences about the rest of Ingy's day in Exercise 5. Check (✓) the sentences with irregular verbs

1 We ____________ (drink) juice at a café in the square. ☐

2 Then we ____________ (drive) to the market and ____________ (buy) a present for a friend. ☐

3 We ____________ (have) a great time. ☐

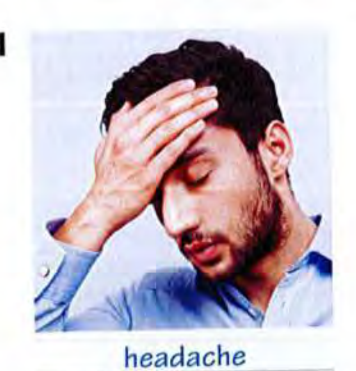
4 I nearly ____________ (miss) the train home! ☐

5 I ____________ (sleep) all the way back home. ☐

LESSON 2

1 Label the photos with the words in the box

backache cough earache headache sore throat toothache

1

headache

2


3


4

5

6



2 Listen and check. Then repeat



3 Put the dialog in the correct order. Listen, check, and repeat. Then act it out in pairs

Nurse:	Come in, Kareem. What's the matter?	1
Kareem:	Thank you, nurse.	
Nurse:	Oh dear. Did you hit your ear with a ball?	
Kareem:	I have an earache.	
Nurse:	Let me see. Yes, it is red inside. I think you should go home. I'll telephone your mom.	
Kareem:	No, I had an earache when I woke up this morning.	

4 Listen then write the words you hear. Then match the words and pictures

1 p ______

2 p ______

3 d ______

4 r ______

5 s ______

6 w ______

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

5 Complete the sentences with *could* or *couldn't*

1 I ______ speak when I was one month old.

2 I ______ ride a bike when I was a baby.

3 Waleed ______ read when he was 6. He loves reading!

4 Amira ______ write until she went to school.

5 Tamer's brother ______ drive at 20 – he passed his driving test at 18.

6 I ______ play a guitar at seven. My dad taught me.

6 Complete the crossword with the *-er* words

Down

1 Someone who helps you in the classroom.

2 Someone who plays a famous sport with a ball.

3 Someone who goes up mountains using a rope.

Across

4 Someone who travels to a lot of places.

5 Someone who grows food for us.

6 Someone who reads a lot.

Presentation

1 Work in groups. Think about your favorite animal from the ones below . Make an infographic about it and give a presentation

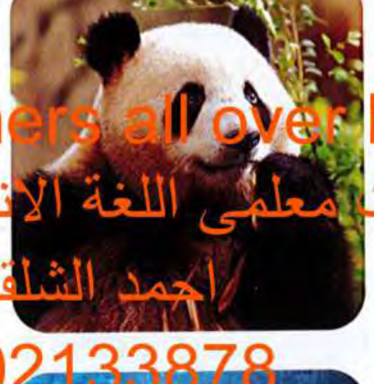




Think and say

Do your research:

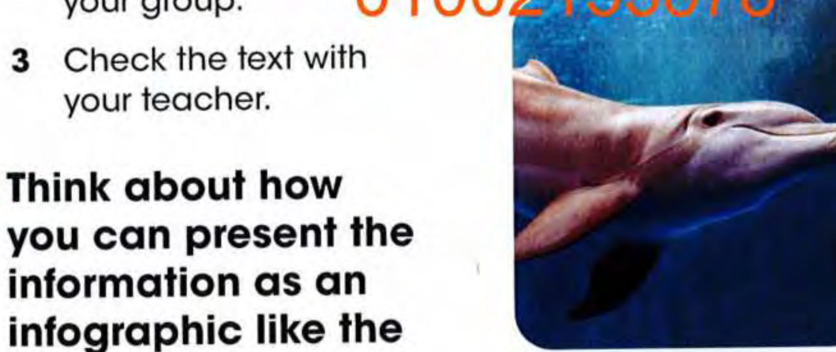
- Where does it live?
- What does it eat?
- What's its habitat?
- Why do you like it or find it interesting?





2 Read and do

1. Draw or find some pictures you can put in your infographic.
2. Write some sentences for your infographic with your group.
3. Check the text with your teacher.





3 Think about how you can present the information as an infographic like the one on page 58



4 Present

Show your friends your infographic and answer their questions.





Self-Assessment

Now I can ...



1 say house words

clock closet
balcony elevator
shower oven
television cushions armchair



2 say health phrases

I've got a cough.

Lobna has a headache.

Tarek hurt his shoulder when he was playing basketball.

Nahla has an earache.

3 say animal words

bat dolphin
kangaroo lion
panda parrot
penguin rabbit
snail whale



4 say the sounds

1 sheep/sleep spoon/school tree/three

2 fan/leaf van/television

3 vet/volcano whale/wet



NON-FICTION READER

ARE THERE ENDANGERED ANIMALS IN EGYPT?

extinct (adj): if something is extinct, it no longer exists

habitat (n): the place where an animal or plant lives



1 Work with a partner. Ask and answer

Is it important to protect wild animals?
Why? / Why not?



2 Read and listen to the article about endangered animals

If an animal is **endangered**, it means that it could become **extinct**. Animals can become endangered for several reasons including loss of habitat, pollution, and **poaching**. It's our responsibility to protect all wild animals because we share the Earth with them. Our actions shouldn't hurt wild animals or their habitats.

In Egypt, around 70 species of animals are endangered. Let's look at two of them:

Egyptian tortoise



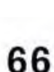
Facts
Population: 7,470
Can live up to: 50 years
Length: 14.4 cm
Weight: 160–350 g
Top speed: up to 8 kms per hour
Diet: plants and leaves

Dorcas gazelle

Facts
Population: 1,000–2,000
Can live up to: 15 years
Length: 90–100 cm
Weight: 15–20 kg
Top speed: up to 96 kms per hour
Diet: plants and leaves

The Egyptian tortoise is one of the smallest tortoises in the world. It lives in the desert areas of Egypt and Libya. However, the Egyptian tortoise is now endangered. This is because its habitat has been destroyed, but also because people take them from the wild to keep as pets.

Dorcas gazelles live in the Sahara and Negev deserts. They are **herbivores** – this means they only eat leaves and plants. Dorcas gazelles are nearly extinct for two main reasons: firstly, people hunt them for their meat and skin. Secondly, more and more people are using their habitat for farming and building.





3 Read again. Write the information in the correct part of the diagram

- more than 5,000
- lives in the desert
- only eats plants and leaves
- can run nearly 100 kms per hour
- lives up to 15 years
- people keep them as pets

Egyptian tortoise **Dorcas gazelle**



4 Complete the sentences with the words in the box

extinct habitat kilograms kilometers meat wild

1 People take tortoises from the ____________ and sell them as pets.
2 The Egyptian tortoise can travel at about eight ____________ per hour.
3 People hunt the Dorcas gazelle for its ____________ and skin.
4 The Dorcas gazelle weighs between 15 and 20 ____________.
5 Both the Egyptian tortoise and the Dorcas gazelle are nearly ____________.
6 People are destroying the ____________ of the Dorcas gazelle and the Egyptian tortoise.

UNIT 10

Let's visit Egypt



Al-Azhar Park in Cairo





In this unit I will ...

- listen, read, research, and write about places in a town.
- practice using the imperative to tell someone to do or not to do something.
- practice using questions and short answers.
- read and say words with diphthongs.
- estimate with mental math.
- write a paragraph about my town.
- make a poster about my perfect town.

Look, discuss, and share

What's your favorite thing about your town?

What do you think you can see and do at Al-Azhar Park?



Did you know?

Fayoum is the oldest town in Egypt. Archaeologists think it is more than 7,000 years old.



Find out

Today, the population of Fayoum is approximately 3.8 million. What is the population of your town or city?



LESSON 1 WE LOVE ALEXANDRIA!



1 Listen and read. Who is from Alexandria?



Why we love Alexandria!

Alexandria is a really exciting place to visit. There's a lot to see and do here! It's a big city with lots of amazing restaurants, stores, markets, and museums. There's even a beach!

We asked some people who live there and tourists what they think ...

Jens: I'm visiting Alexandria from Germany. I think it's really cool here. I think there are some good **museums**, but I haven't been to any yet. I love just sitting in the roof garden of my hotel, drinking sweet Egyptian **mint** tea and chatting to other people. It's very relaxing.

Hanan: I've lived in Alexandria all my life. I own a restaurant here so I have to say that you must visit my **restaurant** to try some of the local **cuisine**. We serve traditional Egyptian food using lovely fresh local ingredients. We have excellent supermarkets, but I prefer to buy my ingredients at the **market** in the old town.

Kira and Lena: We're from a small town in England. The stores aren't very good there. That's what we love most about Alexandria – the shopping malls! We **spend ages** walking around them. We like the people. They are so friendly!

Karim: I'm Egyptian, **originally** from Cairo. I moved to Alexandria last year and I love it here. I work in a **bank**. My favorite place is the **beach** – there isn't one in Cairo! It can get very hot here in summer, so it's great to go there and swim.

Paulo: I'm **on vacation** here from Barcelona. I like Alexandria because it reminds me of home – a big, modern city near the sea. I love the mix of modern and old buildings. Also, I like to find out about the culture and traditions. The **library** is amazing!



2 Listen again. Circle the correct word

1 Jens likes drinking tea in the **museum / hotel**.

2 Hanan buys her ingredients from the **supermarket / market**.

3 Kira and Lena like **shopping / swimming** in Alexandria.

4 Karim lives in **Cairo / Alexandria**.

5 Paulo likes Alexandria because it is like **Cairo / Barcelona**.

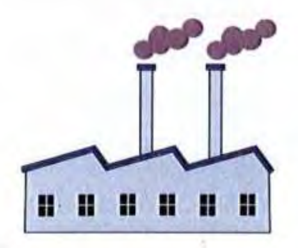




3 Listen and repeat. Then look and write

station factory library monument
bank square shopping mall









1 ______ 2 ______ 3 ______ 4 ______



5 ______ 6 ______ 7 ______

4 Listen. Match the places and people

library monument factory station



Sara



Ahmed

Dina



Youssef

1 ______ 2 ______ 3 ______ 4 ______

5 Look at the places in Exercise 3. Which of the places are in your town? Talk to a partner



There's a really big station in my town.

That's right. There's also a library.





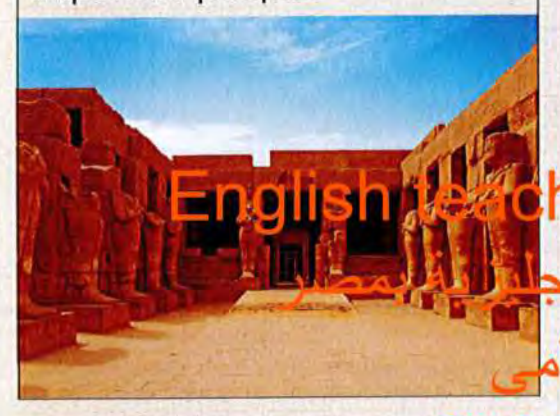
LESSON 2 LET'S FIND OUT!

1 Look, listen, and read. Have you seen any of these things?

How do we know so much about life in Ancient Egypt?

There is lots of **evidence** that tells us about life in Ancient Egypt. Evidence is facts or signs that show clearly that something exists or is true.

We can learn about buildings from ancient **monuments**. These are structures that were built to celebrate important people.



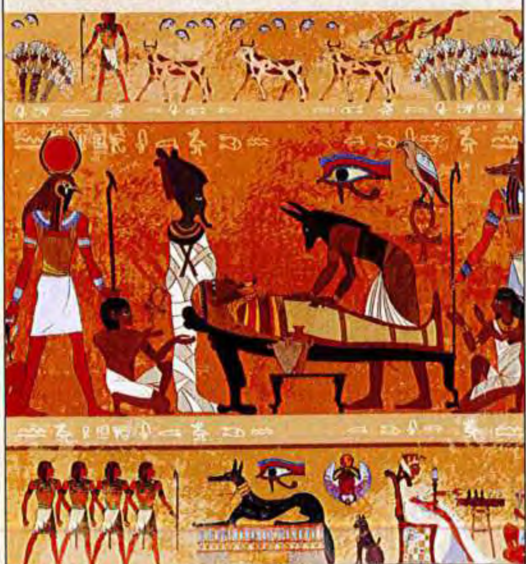
Artifacts are things from daily life like vases and water carriers that tell us how people lived.



Hieroglyphics are Ancient Egyptian writing symbols and pictures. From hieroglyphics we can get evidence about life in Ancient Egypt.



Paintings are on walls or on papyrus. They show scenes of daily life, such as farmers working in the fields, or special occasions, such as feasts and special events.



Pharaohs and other important people were buried in beautiful **tombs**. These also had other things people thought they might need and information about their life.







2 Look at the words in bold in the text. Match them to their meanings

1 evidence
2 monument
3 painting
4 artifact
5 tomb
6 hieroglyphics

a a building or statue
b facts that show something is true
c a kind of writing using pictures and symbols
d people were buried here when they died
e objects like vases and pots which were made in the past
f a picture

3 Complete the sentences

1 Monuments teach us about ______________ in Ancient Egypt.
2 Monuments were built to ______________ important people.
3 Artifacts can give us information about ______________.
4 Paintings often show ______________ or ______________.
5 ______________ were buried in tombs.
6 Hieroglyphics are ______________ and ______________.

4 Work with a partner. Ask and answer questions about the text in Exercise 1

What are hieroglyphics?

They are Ancient Egyptian writing symbols and pictures.





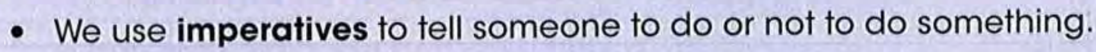


LESSON 3 DON'T RUN IN THE LIBRARY!




Language focus





- We use **imperatives** to tell someone to do or not to do something.

  Stand up! Help me! Have fun!
  Don't run. Don't close the window. Don't be late tomorrow!

- Imperatives don't usually begin with a subject like *you, she* or *they*. Imperatives usually start with a verb.
- Affirmative imperatives use the infinitive without *to:*

  Run! Sit down. Open the door, please.
  Please pick up that trash.
  Put the cake in the oven, please.

- Negative imperatives use *don't* + infinitive without *to*:

  Don't eat in the library, please.
  Don't waste your time.



1 Listen and read. Where are the children going?

Teacher: OK, children. We're here now. This is The Alexandria Library.

Reem: Wow! It's amazing. Can we go inside?

Teacher: Wait a moment. Is everybody here? Yes, OK. Let's go in.

Ali: I'm going first!

Teacher: Don't run, Ali. Walk quietly. This is a very important place.

Ali: I'm sorry.

Noha: Can we go upstairs to the Children's Library?

Teacher: Yes. Go into the elevator. Good. Stand back. The doors are closing. Don't jump up and down, Ali! Push the number one button, Tarek. Great, thank you. We're going up!



2 Read the conversation in Exercise 1 again. Underline seven imperative sentences





3 Reorder the words to make imperative sentences

1 book / Choose / a / good / to read ____________

2 talk / loudly, / Don't / please ____________

3 write / in / Don't / the book ____________

4 the book / Return / its place / to ____________

4 Read the library rules. Rewrite the rules with imperatives

1 You should not eat in the library.

Don't eat in the library!

2 You have to bring your book back in two weeks.

____

3 You need to drink your water outside.

____

4 You cannot use your mobile phone here!

____

5 You should not lose your book.

____

6 Make sure you enjoy the books!

____



5 Give your partner instructions using the imperative





5 Choose the correct answer

1 ***Eat / Don't eat*** fruits and vegetables to stay healthy.
2 ***Spend / Don't spend*** your time doing unimportant things.
3 Please, ***writing / write*** your answer in short sentences.
4 Stop making noise and ***listen / not listen*** to me, please.
5 You're late. ***Hurries / Hurry up*** or you'll miss the train!

5 Complete the conversations with the sentences in the box



Wear your jacket, please.
don't ride it in the house, please.
Don't forget to bring your swimming shorts.
Lower your voice, please.

Conversation 1
Rania: Wow, Mom, is this new bike for me?
Mom: Yes, but ______________________.

Conversation 2
Basel: It's really cold outside.
Dad: You're right. ______________________.

Conversation 3
Amal: Hi Nada! What book are you reading?
Nada: ______________________, or the librarian will ask us to be quiet.

Conversation 4
Sherif: I can't wait for tomorrow's trip to the beach!
Hazem: ______________________ We'll have a great time!

7 Read and complete from the list

do   or   have   not   be

1 Come and ____________ lunch with us.
2 Don't ____________ unkind to your friends.
3 Please, study the lesson again and ____________ the exercise.
4 Don't come late, ____________ you will miss the first lesson.
5 Do ____________ tell anyone your password.



8 Use imperatives to show what you should or shouldn't do inside a park, using words from the box

~~environment~~   park   flowers   help   trash can



1 *Keep the environment clean.* ____________.
2 ____________.
3 ____________.
4 ____________.
5 ____________.



LESSON 4 GABI LEARNS A LESSON



Listen and read. Which animal does Gabi meet first?

One day, a villager wanted to sell his beans in the market, but he couldn't walk far. His camel, Gabi, said, "Give me the sacks of beans – I will take them to the market for you."

Gabi walked along the road. He turned left and then right and then left again. Soon, Gabi didn't **recognize** the road.

"Are you **lost**?" called an ibis. Gabi had never seen such a **strange-looking** bird.

"No, I'm not lost," pretended Gabi. Gabi didn't know that the ibis could fly high above the land and tell him the way.

Gabi saw a snake, watching him from the branches of a tree.

"You look lost," said the snake.

"No, I'm not," said Gabi – again he wasn't **telling the truth**. "Anyway, even if I was, you can't help – you haven't even got legs," he said unkindly. Gabi didn't know that the snake went to the market every day to **entertain** the crowds.

It began to get dark. Gabi saw a little animal on the road in front of him.

"What a funny-looking **creature**. Look at those enormous ears," he thought to himself.

"Hello," said the jerboa. "Do you need any help?"

"No, I don't!" replied Gabi rudely. Gabi didn't know that the jerboa could hear the sounds of the market traders.

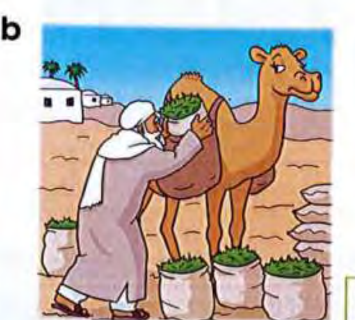
"OK, good night then," called the jerboa.

Soon, it was completely dark and Gabi understood he needed the animals' help. He knew he was **foolish** and he was sorry. He decided to go to sleep, and to **apologize** and ask for their help the next day.

2 Read the story again. Put the pictures in the correct order

a

☐

b

1

c

☐

d

☐

e

☐

3 Read the story again. Complete the sentences with the words in the box

fly hear help snake

1 At the start, Gabi offered to __________ the villager.

2 The ibis could help because he could __________ over the land.

3 The __________ could help because he went to the market every day.

4 The jerboa could help because he could __________ very well.

4 Read and think. Talk to your partner

1 Why do you think that Gabi did not tell the truth to any of the animals?

a He didn't want anyone to know that he was lost.

b He was angry. c He was clever.

2 Was Gabi right to behave in this way?

a Yes, because he didn't need help.

b No, because he wasn't telling the truth.

c Yes, because the villager told him to go alone.

3 What lesson did Gabi learn at the end of the story?

a You shouldn't talk to strangers. b Being rude is important.

c Asking for help is good.





PRONUNCIATION

1 Listen and repeat

go show bite right boy toy make play

> **Tip!** The same sound is sometimes spelled in different ways, e.g. *eight, ate*.



2 Look at the table. Listen again and say

1 go	2 bite	3 boy	4 make
show	right	toy	play



3 Listen and say. Write the words in the correct places in the table

1 ache 2 below 3 eight 4 bake 5 coin 6 time
7 grow 8 bike 9 enjoy 10 wrote 11 write 12 point

4 Work with a partner. Compare your tables

5 Choose the correct word from the table in Exercise 2. Then write two more sentences

1 I have a bad tooth ______________ .
2 Look! There are ______________ trees in the garden.
3 Let's ______________ a cake for my birthday!
4 Does the farmer ______________ vegetables?
5 ______________________________
6 ______________________________





MATH



An **estimated answer** isn't the actual answer – it's a good guess. For example, if you add 12 and 17, you know the answer is "close to" 30. You know it isn't close to 60. You can say:

It's around ... It's about ...

It's near ... It's close to ...



1 Look quickly and circle the correct estimated answer

1	34 + 47 =	60	80	120
2	77 + 120 =	80	130	200
3	338 + 336 =	480	680	980
4	1050 + 50 + 104 =	1000	1200	2000
5	17 + 39 + 44+ 308 =	300	400	500

2 Write some sums. Ask your partner to estimate the answers



What's 88 + 90 + 27?



It's around 200.



LESSON 5 WRITING

1 Read. Which place is the writer describing? Check (✓) the correct photo below

This is one of the most exciting cities in the world. It often rains here, but it doesn't matter because there are lots of fun things to do. You can go on a big red bus and visit amazing **tourist attractions**. You will see famous places like Buckingham Palace, theaters, and the British Museum. You can take a **relaxing** boat trip on the River Thames and go under the famous bridges. All the walking around will make you hungry! But don't worry, there are plenty of different restaurants to choose from. You can find **delicious** food from all over the world here!

a

Cairo

b

New York

c

London

2 Look and find. Are the adjectives positive or negative? Why?

1 Find an adjective that describes the city. ____________

2 Find an adjective that describes the boat trip. ____________

3 Find an adjective that describes the food. ____________



When you are trying to encourage people to go to a place, use positive adjectives to describe the place.



3 Read and write a paragraph

You are going to write a description of your town or city. You want to encourage people to visit it. Write notes about the good things about your town or city. Think about:

- famous attractions
- location – is it near a beach/river?
- history / culture / arts

4 Work with a partner. Are your notes the same or different?

5 Read the paragraph about New Alamein. Underline the adjectives



There are many exciting things to do in New Alamein. The city is on the beach so you can visit the cool sea when it's hot. This beautiful beach is 14 kms long! There is also a large, green lake right in the middle of the city! You can also visit the beautiful International Park. If you want to learn about the fascinating history of the area, then visit the Archaeological Center. There are some amazing treasures there. I can't wait to see you in New Alamein.



6 Use your notes from Exercise 3 to write a paragraph of 30 - 40 words about your town or city. Write 1-2 sentences for each topic, and use positive adjectives

UNIT 10

LESSON 6



PROJECT



1 Work in groups. Discuss and decide

Make a poster about your perfect town. Think about the types of places that you want in your perfect town. Here are some ideas:

- a waterpark
- a zoo
- markets
- a park
- restaurants
- shopping malls

2 Read and do

1 Look at the poster. Study the heading, text, and pictures.

2 Think about your poster. What will you include?

3 Decide who will do what. Do your research.

4 Work together to make your poster. Check your work at the end.

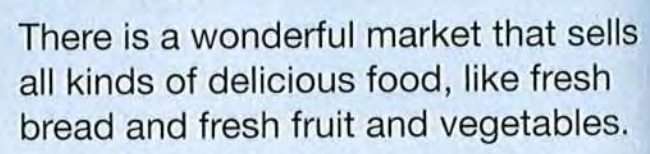




Our perfect town

In our perfect town, there is a big zoo right next to the school. We can go there every afternoon after classes. We can help to feed the animals.

It is really hot in our town, so there is a waterpark that is always open. It's free to go in!



There is a wonderful market that sells all kinds of delicious food, like fresh bread and fresh fruit and vegetables.

There is a big park with lots of trees so we can go for family picnics in the shade.

This is our perfect town!

3 Show your poster to the class

Ask and answer questions about each other's posters.

SELF-ASSESSMENT

1 Do you remember? Read and complete

1 This is where you go to catch a train. ____________

2 You can eat here with your family. ____________

3 You keep your money safely here. ____________

4 This is where you go to buy your groceries. ____________

2 Choose the correct answer:

1 My uncle works in a big food ***factory / museum*** in Tanta.

2 The library is the place where we can ***borrow / buy*** or read books.

3 There is a big train ***airport / station*** in our town.

4 Ancient Egyptians were ***born / buried*** in huge tombs.

5 I bought some new clothes from the ***shopping mall/ bank***.

6 Always ***keep / to keep*** quiet when you are in your school library.

7 ***Not / Don't*** touch paintings when you visit a museum.

8 Faten, ***do / does*** this exercise again, please.

9 ***Don't work / Work*** with your classmates to do this project together.

10 My grandfather usually tells us funny stories to ***laugh / entertain*** us.

3 Think about Unit 10

Write two things you enjoyed.

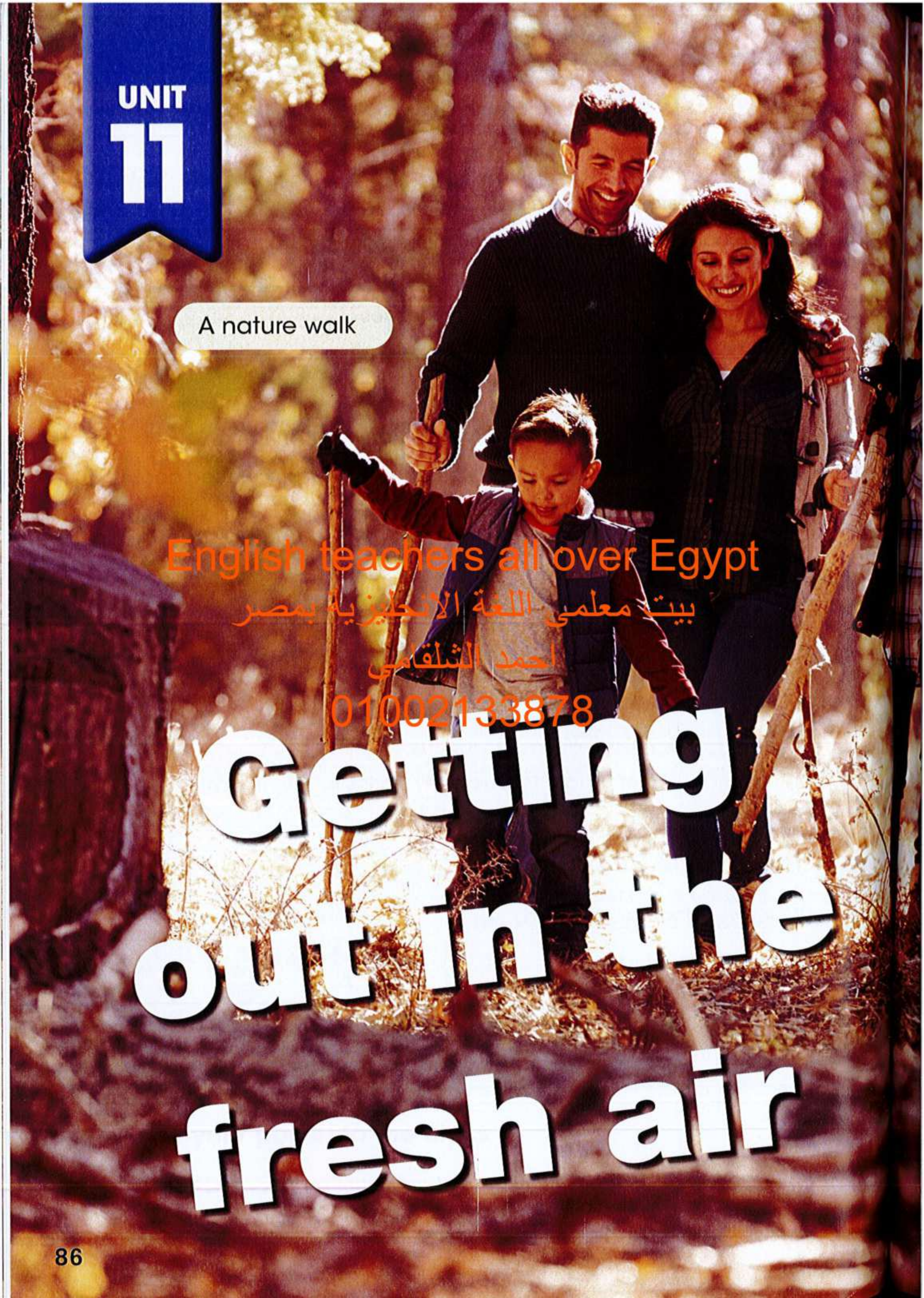
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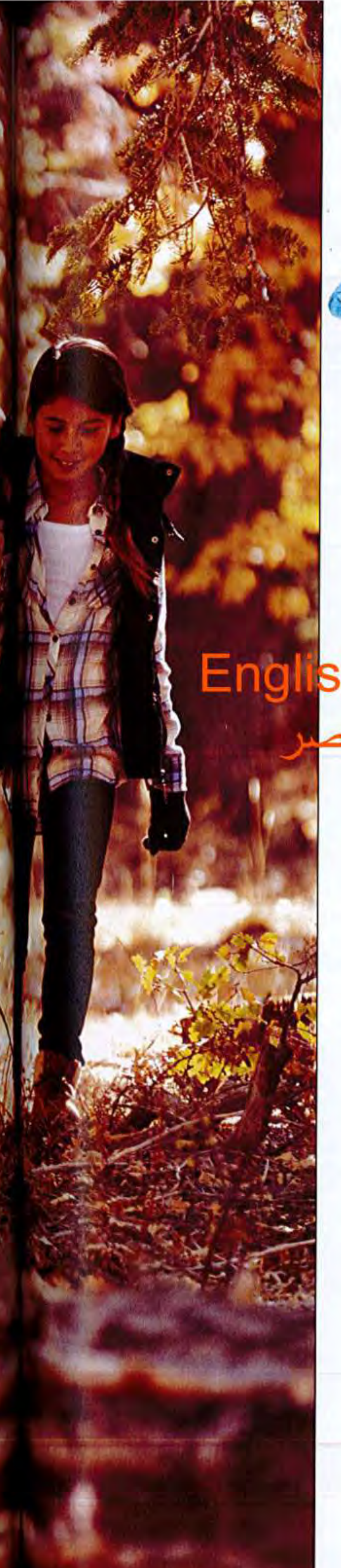
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Write two things you learned.

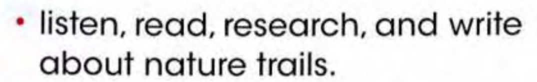
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UNIT
11
A nature walk
Getting
out in the
fresh air



UNIT 11



In this unit I will ...

- listen, read, research, and write about nature trails.
- recognize adjectives and adverbs.
- learn words about nature.
- listen to a conversation about hiking.
- read about hiking the Red Sea Mountain Trail.
- read and say words with /n/ and /ŋ/ sounds.
- write text messages.
- design a nature trail.

Look, discuss, and share

Where are the people? What are they doing?

Would you like to go on a hiking vacation? Why/Why not?



Did you know?

A fantastic hiking trail in Egypt is the Nuweiba Trail in Sinai. You can see the famous Colored Canyon there.



Find out

Why do parents and teachers often tell you to go into the fresh air? Why do you think it is good for you?



LESSON 1 GETTING OUT IN NATURE



Listen and write the number next to the word

leaf ☐

☐ hill

city ☐

☐ village

plant ☐

☐ rock

tree ☐

stream ☐

☐ grass



Listen again and say the words





3 Complete the sentences with the words from Exercise 1. Then listen and check

1 A ____________ is like a river, but smaller.

2 I love the feeling of green ____________.

3 A ____________ is a very tall plant with branches and wooden trunk.

4 A ____________ is much smaller than a town or city.

5 It's quite difficult to climb that ____________ because it's very high.

6 Some famous ____________ in Egypt are Cairo, Alexandria, and Hurghada.

7 A ____________ is hard. It is a large stone.

8 I like growing tomato ____________ because I like eating tomatoes.

9 That plant has flowers and lots of green ____________.

Tip! To make plurals we usually add an *-s*: *house* → *houses*

If the word ends in *-y*, then we take off the *-y* and add *-ies*: *city* → *cities*

If the word ends in *-f*, then we take off the *-f* and add *-ves*: *leaf* → *leaves*

4 Describe the photo below. Use words from Exercise 1. Think about the buildings, nature, and weather

I can see some ____________.

In the background I can see ____________.





LESSON 2 NATURE TRAIL WEEKEND

nature trail (n): A place you go for a hike in nature to see all the plants and animals.


Taking photos on the trail


Amazing views of the lake

1 Listen and read the emails. Where and when do they decide to go?

From:	Dina
To:	Reem
Subject:	Nature trail weekend

Hi Reem,

How's life?

Guess what? My family and I want to **go on a trail** to Wadi Degla or the Blue Lagoon at Dahab. Mom said I can take a friend, and I want to take you! Can you come? Mom said you and I can decide which we like best of the two places. Wadi Degla is cool because you can see lots of animals, but you can swim at the Blue Lagoon! I know you walk quickly and swim well, so which nature trail do you like? Also, what **dates** do you prefer, 13–14 July or 20–21 July?

Bye for now!

Dina

From:	Reem
To:	Dina
Subject:	Re: Nature trail weekend

Hi Dina,

Life's great! How are you?

The nature trail trip **sounds like fun**, and I really want to come! I think the Blue Lagoon is fine because we can swim and dive! Yes, I can swim quickly, but you're very brave! Remember when you dived from that rock? I just talked to my mom and the weekend 20–21 July is good for me. She's going to call your mom to **check** everything.

Can't wait to see you!

Reem

2 Read the emails again. Match the sentence halves

1 Dina
2 Reem
3 Dina and Reem
4 Reem's mom

a both like swimming.
b invites Reem to go on a nature trail.
c is going to contact Dina's mom.
d accepts the invitation.

3 Decide if the sentences are True *(T)* or False *(F)*. Correct the false ones

1 Reem wrote the email to Dina first. (F)
Dina wrote the email to Reem first.

2 Dina wants to go on a trail alone. (   )

3 There are lots of animals in Wadi Degla. (   )

4 Reem isn't going trailing with Dina. (   )

5 Reem is a good swimmer. (   )

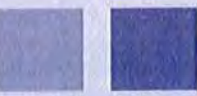
6 Reem thinks that the nature trail trip could be boring. (   )

7 Reem says Dina is a brave diver. (   )

8 Reem thinks that the weekend 20–21 July is good for her. (   )

9 Reem's mom wants her to go for a trail with a friend. (   )

10 Dina's mom is going to call Reem's mom to check everything. (   )

Language focus

We use adjectives to give more information about nouns:

*It was a **sunny** day.*

We use adverbs to give more information about verbs:

*She walked **slowly** down the road.*

To make adverbs, we usually add *-ly* to an adjective: He moved ***quickly***.

If the adjective ends in *-y*, then delete the *-y* and add *-ily*:

*He did his homework **happily.***

But there are some exceptions:

*He worked **hard**. (not hardly)*

*She drove the car **too fast**. (not fastly)*

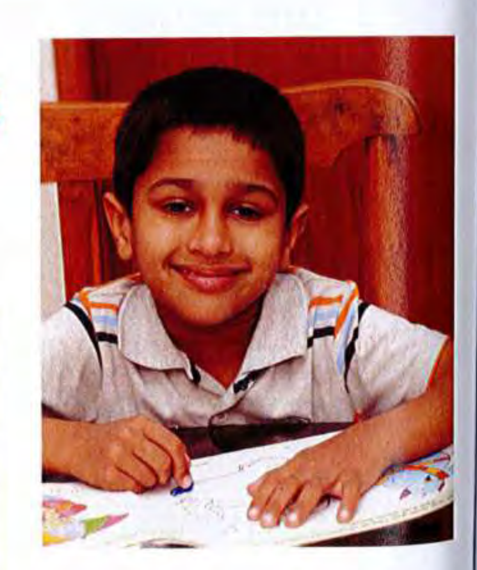
*She spoke English **well**. (not goodly)*





3 Look at the emails again. Circle the adjectives. Underline the adverbs

4 Change these adjectives to adverbs



Adjectives	Adverbs
happy	happily
slow	
quick	
heavy	
sad	
hard	
good	
careful	



5 Circle the correct word for the sentences

1. My friend is a **nice / nicely** person.
2. My sister says I sing **bad / badly**.
3. The man opened the door **nervous /nervously**.
4. Adam drove the car **fast/ fastly.**
5. At the end of the story, they all lived **happy / happily** ever after.

6 Complete the sentences with some of the words from Exercise 4

1. The tortoise walked ____________ across the grass.
2. She ran ____________ . She won the race!
3. It was raining very ____________ when I left home.
4. My dad speaks Spanish really ____________ .
5. I did my homework ____________ didn't want to make mistakes.

7 Make sentences with the adjectives in the box as adverbs

good quick bright

8 Look at the example, and complete the sentences using the adjectives and the adverbs properly

1. Wael swims well. He is a *good swimmer* .
2. Samir is an active worker. He works ____________ .
3. Salma runs quickly. She is a ____________ runner.
4. Jailan speaks politely. She is a ____________ speaker.
5. Shorouk is a hard worker. She works ____________ .
6. Sahar sings nicely. She is a ____________ singer.
7. Hatem is a clever designer. He designs ____________ .



LESSON 3 THE RED SEA MOUNTAIN TRAIL



1 Read the text. What is the Red Sea Mountain Trail? Answer the questions

hiking (n): a long walk in the countryside

1 Who looks after the trail?

2 How long is it?



The Red Sea Mountain Trail was the first long-distance **hiking** trail to open in Egypt. It runs for around 170 kms through the wonderful mountains near Hurghada. It is a community tourism project. It helps the local Maaza people preserve their culture and history. The trail follows ancient trading and hunting **routes** in the Eastern Desert. The Maaza people used these routes for centuries. They look after the trail carefully and work as guides. They tell the hikers about the geography and history of this wonderful place. They also tell the hikers about their **fascinating** culture. It takes around ten days to complete the trail.

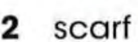


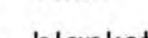
2 Match the words to the photos. Then listen and check

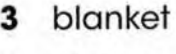
a











1 hiking shoes
2 scarf
3 blanket
4 water bottle
5 hat and sunglasses
6 snacks
7 map

b



c





d



e



f



g





3 Work with a partner. You're going on the Red Sea Mountain Trail with your friends. Think about what you need to pack

clothes   a hat and sunglasses   hiking shoes   map   scarf
snacks   a tent   warm sweater/blankets



4 Listen to these speakers going on the Red Sea Mountain Trail. Check (✓) what they are taking on the trail

	Sherif	Ramy	Lama	Nesma
hiking shoes				
scarf				
blanket				
map				
water bottles				
hat				
snacks				
sunglasses				



5 Listen again. Answer the questions

Who's worried about ...

1 the wind and sand?   **2** the heat?   **3** their feet?

6 Complete the sentences with some of the words from Exercise 4

1 I get thirsty when I hike, so I always take a __________.

2 The sun can get very bright on the walk, so take __________ to protect your eyes.

3 Shaza is really good at reading the __________ to tell us where to go.

4 There's a wind in the afternoon, so you should take a __________ to protect your head and neck.

UNIT 11

LESSON 4 WORD BUILDING

Language focus

Are the words in bold nouns (names for things, people, or places), adjectives, or adverbs? Write *N, Adj* or *Adv*.

*The Red Sea Mountain Trail is very exciting and **beautiful**.* ________

*The **beauty** of the ocean in the sun was incredible.* ________

*She sang **beautifully** during the show.* ________

Which ending do we add to a noun to make a) an adjective, b) an adverb?

-ful ________ *-fully* ________

1 Change the words from nouns to adjectives

1 help ________ 2 thought ________
3 beauty ________ 4 stress ________
5 care ________ 6 meaning ________

2 Complete the table with the correct part of speech

Noun	Adjective	Adverb
wonder	1 ________	2 ________
3 ________	beautiful	4 ________
joy	5 ________	joy
hope	6 ________	7 ________
8 ________	9 ________	painfully

3 Complete the sentences with adjectives from Exercise 1

1 My dad doesn't like working 12-hour days. He says it's very ________.
2 The card you gave me was very ________. Thank you.
3 The medicine the doctor gave me was very ________. I feel better!
4 I am very ________ when I ride my bike on the road.

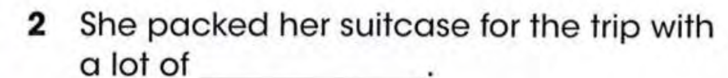
4 Choose the correct option to complete the sentences, *a*, *b*, or *c*



1 It was the most ______________ bird I saw on the trail.

a wonder **b** wonderful **c** wonderfully



2 She packed her suitcase for the trip with

a lot of ______________.

a care **b** careful **c** carefully


3 There is so much natural ______________ in the Red Sea at Hurghada.

a beauty **b** beautiful **c** beautifully

4 The cat ate ______________ from the bowl.

a hunger **b** hungry **c** hungrily

5 Work in pairs. Look at the picture and describe it together, using adjectives, adverbs, and nouns. Then write five sentences about the picture in your notebook











The sounds /n/ and /ŋ/ sound similar but are pronounced differently.
You make the /n/ sound, as in *nose*, by blocking the air in your mouth with the **front** of your tongue.

You make the /ŋ/ sound, as in *sing* /sɪŋ/, by blocking the air with the back of your tongue.



Listen and say the /ŋ/ words

1 hiking 2 tongue 3 finger



Listen and say the /n/ words

1 nose 2 know 3 natural 4 ton



Listen and complete the poem with the words in the box. Then say

bang ring ton rang king sun

1 I can see a __________.
2 He's wearing a big __________.
3 He's not looking at the __________.
4 He thinks it weighs a __________.
5 Then the phone __________.
6 And he heard a big __________!








MATH



Adding mixed numbers

Mixed numbers are numbers which are whole numbers and fractions:

$$6\frac{2}{3} \qquad 1\frac{1}{5} \qquad 2\frac{3}{4}$$

We use **mixed numbers** in our lives all the time. For example:

One nature trail is $2\frac{1}{2}$ kilometers long and another nature trail is $3\frac{1}{2}$ kilometers long.

How long are the nature trails in total? $2\frac{1}{2} + 3\frac{1}{2} = ?$

To add these together, add the whole numbers first: 2 + 3 = 5.

Next, add the fractions together: $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$.

Add this to the whole number **5** and the total is **6**.

1 Circle the correct answer

1 $2\frac{1}{5} + 3\frac{3}{5} =$ $5\frac{4}{5}$ or $5\frac{3}{5}$	**2** $3\frac{4}{6} + 5\frac{1}{6} =$ $8\frac{5}{6}$ or $8\frac{7}{8}$
3 $7\frac{1}{12} + 8\frac{7}{12} =$ $15\frac{8}{12}$ or $16\frac{1}{12}$	**4** $4\frac{1}{8} + 1\frac{2}{8} =$ $5\frac{3}{8}$ or $5\frac{3}{16}$

2 Add the mixed numbers

1 $1\frac{1}{6} + 1\frac{4}{6} =$ ________ **2** $3\frac{1}{8} + 2\frac{3}{8} =$ ________

3 Answer the word problem

1 Nashwa walks for $2\frac{3}{10}$ kms. She stops for a drink and then walks for another $1\frac{4}{10}$ kms. How far has Nashwa walked in total?



LESSON 5 WRITING



Read the text message conversation. Answer the questions

1 Is Malak free?
2 Where are they going?
3 When are they meeting?

Hi Malak! Are you free on the weekend?

I'm good, thanks. Sure! What should we do?

My mom and dad want to do a desert hike. Do you want to come?

Yes, that sounds like fun!

Great, should we **pick** you **up**? We don't want to go when it's too hot.

How about me coming to your house?

Good idea!

What should I bring?

Hiking shoes, water, and a sweater.

OK!

Great! Let's meet on Friday at 4 pm?

Can't wait!



Tip!

Use phrases to talk about plans

Are you free *on the weekend?*

That sounds like fun./That sounds great./Cool!/Awesome!

Use set phrases for making suggestions

How about/What about *meeting up?*

Let's *meet at 3?*

Use emojis to make the conversation fun

Use emojis to show things you want to represent, e.g. 🌵 a cactus for the desert.

2 Complete the set phrases to use for text messages

1 How about ____________ (go) to the movies tonight?
2 Should we ____________ (pick) you up at 7?
3 That ____________ (sound) like fun!

3 Put the sentences in order to make a text message conversation

Hi Wael, how are things?	1
At the corner café? See you there!	
Do you want to get a milkshake later?	
That sounds awesome, what time?	
Great! How are you?	
About 5? Where?	
Yep, see you later!	



4 Work with a partner. Write your own text message conversation about meeting up



LESSON 6



PROJECT



1 Presentation: Work with a partner. Design a perfect nature trail. Use a large piece of paper

- Think about what you would like to include on a nature trail:
  - Do you want grass and flowers? Or a desert environment?
- Think about the value of getting out into nature:
  - Do you want to give people quiet areas?
  - Do you want space to do exercise?
- Think what people should do on your nature trail:
  - Should they write a list of animals they see?
- Will you have a play area? A swimming area? A picnic area?

Check (✓) what you can see on your nature trail:



2 Research and do

1 Think about your presentation. What can you write? What headings and pictures can you use?

2 Decide who will do what. Make sure you both have something to do.

3 Make your presentation. Check your work.

4 Practice your presentation. Make sure you both speak.

3 Show your presentation to the class

- Give your presentation to the class.
- Answer questions about your presentation.



UNIT 11

SELF-ASSESSMENT

1 Reorder the letters to make the words. Then match to the photos

1 lalvige ____________ 2 ilhl ____________

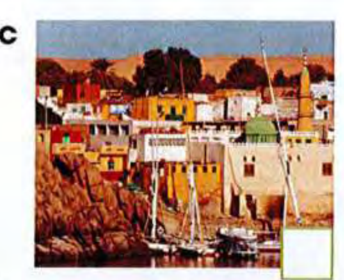
3 sagsr ____________ 4 cork ____________

5 mearst ____________ 6 alef ____________



a 

b 

c 

d 

e 

f 

2 Make the words in brackets into the correct word for each sentence

1 Younis runs slowly (slow).

2 Dina has ____________ (well) scores in her tests.

3 My mom gave our neighbor a lot of ____________ (helpful).

4 Dad does the crossword ____________ (correct) every time!

5 Fareeda wants to be a ____________ (science).



3 Think about Unit 11

Write two things you enjoyed.

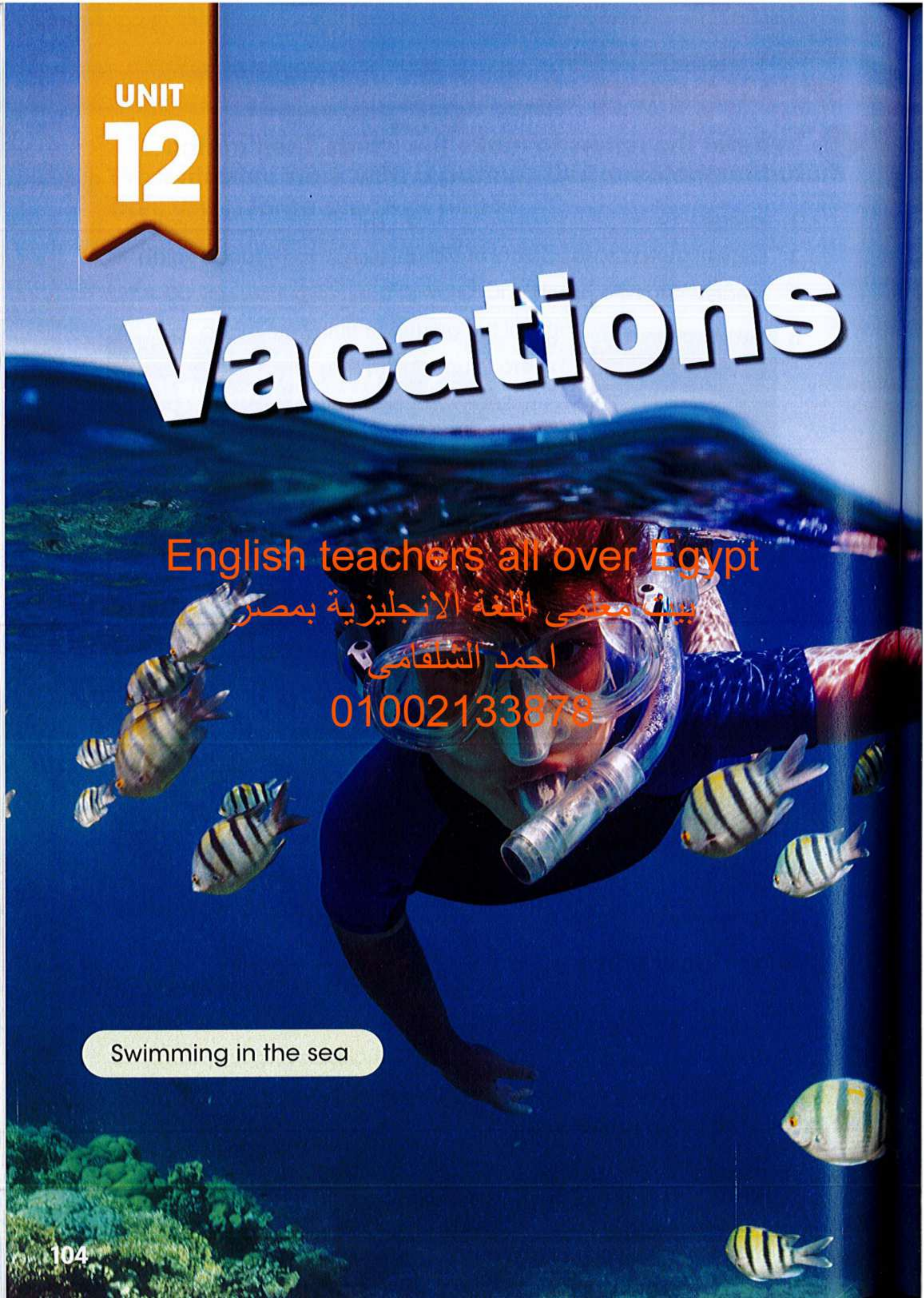
____

____

Write two things you learned.

____

____



UNIT 12

Vacations

Swimming in the sea



In this unit I will ...

- listen, read, research, and write about vacations.
- think about environmental responsibility.
- learn about natural and man-made resources.
- practice using prepositions of time.
- listen to a conversation.
- learn about different types of triangles.
- read and say words with the *th* sound.
- think about my perfect vacation.
- write a diary entry for my best day on vacation.
- write an ad for a vacation destination.



Look, discuss, and share

What is the child in the photo doing?

What vacation activities do you enjoy?



Did you know?

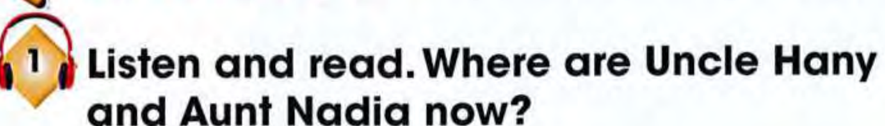
Egypt is one of the most popular vacation **destinations** in the world. Millions of people visit Egypt every year.



Find out

Find out which places in Egypt tourists visit every year.





LESSON 1 A WORLD TRIP


Singapore City

1 Listen and read. Where are Uncle Hany and Aunt Nadia now?

Today Mom received an email from her sister Nadia, and her husband Hany. They are on a business trip traveling around the world. Nadia and Hany were in India last week, and this week they are in Singapore. Mom is reading the email aloud to her daughter Rana and her son Ali.

From: Nadiax@mail.com **Subject:** My trip

To: Samiax@mail.com

Dear Samia,

Hello to you all from Singapore! It's hot here – about 36 degrees. Luckily, we've got a lovely **hotel** room. We're on the 42nd floor. The view is beautiful and we can see the beach. There's a huge **swimming pool** on the roof of the hotel! Can you believe it? The flight from India took about six hours, but it was comfortable and we both slept. It didn't take long to get through the airport when we arrived – we got our **suitcases** straight away.

Singapore is a wonderful city. There are lots of **high-rise** buildings, but there are also many parks, gardens, and trees to sit under and relax. The Gardens by the Bay is a really special place where there are flowers and plants from all around the world. We spent a lot of time there. You really forget that you're in the middle of a busy city.

Yesterday, we went on a boat trip with some other tourists to an island. There is a **theme park**. It was so much fun! After that, we visited the museum of ice cream! I had a 'Queen Bee' ice cream which is vanilla and honey with chocolate. It was great!

I hope you are all well. We will fly to Japan tomorrow and I'll send you another email when we arrive. Now I have to find our **tickets** and passports and pack our suitcases again!

Love,

Nadia

2 Listen again. Check (✓) the places that Nadia and Hany visited in Singapore

a swimming pool	☐	a theme park	☐	a zoo	☐
an airport	☐	an ice cream museum	☐	a park	☐

3 Read again. Decide if the sentences are True *(T)* or False *(F)*. Correct the false sentences in your notebook

1. Nadia and Hany are staying at a friend's house. ☐
2. They flew from Cairo. ☐
3. They thought the Gardens by the Bay was lovely. ☐
4. Yesterday they went to a museum. ☐



4 Listen and say. Then write



hotel passport swimming pool suitcase ~~ticket~~ tourist

1



ticket

2



3



4



5



6



5 Read. Are these things you take on vacation, or places you go on vacation? Write them on the correct list

beach camera city hotel museum passport suitcase sunglasses swimming pool theme park ticket

Things you take on vacation	Places you go on vacation



6 What do you take on vacation? Tell your partner





I always take my phone so I can take photos.

Think!

People say, "Take only photos, leave only footprints." What do you think it means?



LESSON 2 CLIL SCIENCE

1 **Read. Then look at the resources. Are they natural *(N)* or man-made *(M)*?**

Resources

Natural resources are materials or things we can find in nature. Trees and stone, are examples of natural resources.

Man-made resources are materials or things that humans have made. Plastic bottles and cotton clothes are examples of man-made resources.



1 sunlight ___

2 gold ___



3 bicycle ___



4 sand ___



5 plastic plates ___



6 water ___



2 **Think. Write one more natural resource and one more man-made resource**

Natural: ___

Man-made: ___





3 Read about Farouk. The underlined words are all resources. Put them into the correct column in the table below

Farouk is a farmer in Aswan. Every morning, he wakes up and puts on his galabeya and leather shoes. He boils some water for tea and eats some bread and fruit.

Because Farouk lives in Aswan, he knows that the sun will shine most days. He is lucky that he lives on the fertile banks of the Nile so that he can use the water for his crops.
Today, Farouk is harvesting the grain, putting it into baskets made from reeds, and taking it to sell at the market.



Natural resources	Man-made resources
	galabeya



4 Now read about Reem. Underline the natural resources that she uses. Then circle the man-made resources that she uses



Reem is going on vacation. She is traveling to Canada by plane. Today, she is packing her suitcase. She knows that there is often rain in Canada, so she is taking her umbrella. It can also be cold there, so she is packing a sweater. Reem loves swimming and asked her friend in Canada if there was a place she could swim. Her friend said she didn't live near the sea, but she could swim in a river or a lake if she wanted to.



LESSON 3 A SPECIAL TRIP



Read, think, and say. What country would you like to visit? Why?

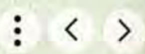


I would like to visit Zambia because I want to see elephants and lions.



Listen and read the leaflet. How many museums can you visit on this trip?

DESERT TOURS TRIP TO JORDAN October 4-8



Day 1: Arrive in Amman and **check in** to our hotel in the middle of the city. Enjoy some free time in the city before meeting at the Memphis restaurant for a **traditional** Jordanian dinner in the evening.

Day 2: Today we enjoy a tour of Amman. Visit the famous Amman Citadel before exploring the Roman Amphitheater and the Archaeological Museum. After a late lunch in a local restaurant, spend the afternoon and evening walking through Amman's many colorful markets.



Day 3: Today we head out of the city for a **daytrip** to As-Salt. About an hour away from Amman, in the ancient town of As-Salt you will find lots of local Jordanian culture. The markets are wonderful and there are many traditional arts and crafts to buy. We will visit the Abu Jaber Museum and discover the history of As-Salt as Jordan's important trading center.



Day 4: No visit to Jordan is complete without a trip to the Dead Sea. There is so much salt in this sea that you are able to float on the water! You can also enjoy the Dead Sea mud, which is very good for your skin.

Day 5: After enjoying a relaxed breakfast, we leave at 11 am to drive three hours back to Amman. We will stop on the way for lunch before arriving at the airport at 5 pm.



3 Read again and decide if the sentences are True *(T)* or False *(F)*

1 On the first day, you can see the Roman Amphitheater. ☐
2 You visit As-Salt before you visit the Dead Sea. ☐
3 The Abu Jaber Museum is in Jordan's capital city. ☐
4 The markets in As-Salt sell traditional arts and crafts. ☐
5 The Dead Sea mud is bad for your skin. ☐
6 You arrive at the airport on day 5, at 5 am. ☐

4 Read Nahla's diary entry. Which day is she describing? How do you know?



A diary is a book in which you write down things that happen to you each day. A diary entry is a piece of writing in a diary.

Thursday, October 6th

Dear Diary,

Today was the best day ever! I love anything to do with history – I always go to the museum at home, so today was a special day for me. The bus ride wasn't too bad. It only took an hour to reach our destination. I listened to music on the way and the time went quite quickly. When we arrived, we had the chance to **wander** through the streets and several people bought traditional Jordanian **handicrafts** from the **stalls**. I bought a lovely colorful rug. Saleh (our tour guide) was very kind and took it to the bus for me so that I didn't have to carry it around! That was lucky because I spent hours in the museum!

5 Read the information in Exercise 2 again. Which day would you enjoy the most? Why? Write four to five sentences in your notebook and then talk to a partner



Think!

Is it a good idea to join a tour when you're on vacation in a different country? Why? / Why not?



Language focus

To say when something happens, we use prepositions of time:

We use **on** with days of the week and for special days and specific dates:

I go swimming ***on*** *Mondays. / I am having a party* ***on*** *my birthday.*

I was born ***on*** *July 6th, 2010.*

We use **at** with times, and to say **at** night, and **at** lunchtime:

Our flight lands ***at*** *8 pm. / We play basketball* ***at*** *lunchtime.*

We use **in** with months, seasons, and years, and also with times of day:

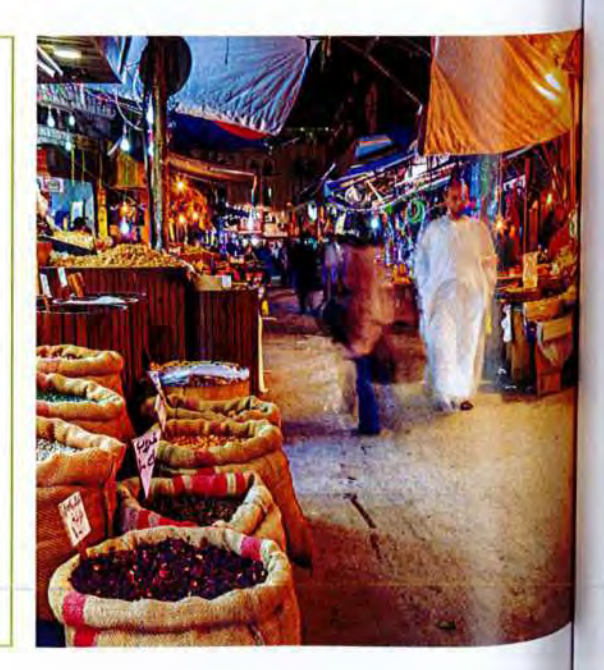
We visit our cousins ***in*** *June. / I was born* ***in*** *2010. / They arrived* ***in*** *the morning.*

6 Complete the sentences with *at*, *on*, or *in*

1 Dad is a baker. He works ____________ the mornings.
2 We go to the club ____________ Saturdays.
3 Does our next class start ____________ 2 pm?
4 Grandma was born ____________ 1962.
5 Reem's birthday is ____________ December 4th.

7 Complete the paragraph with *at*, *on*, or *in*

1 ____________ Monday, we arrived in Amman. The flight landed 2 ____________ 4 o'clock 3 ____________ the afternoon. It was about 26 degrees and I was surprised that it was so warm 4 ____________ October. We went to our hotel and checked in. Our room was very comfortable. Later that evening, we had dinner at the Memphis restaurant in the city center. Amman is a really busy city 5 ____________ night. We walked around the markets and bought some traditional handicrafts. We went back to our hotel 6 ____________ about midnight.







8 Listen. Match the times with the speakers and activities



1 Ayman



2 Amira



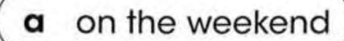
3 Fareed



4 Talia

5 Sherif

6 Sara



a on the weekend

b at 11 am

c in the morning

d on Thursday

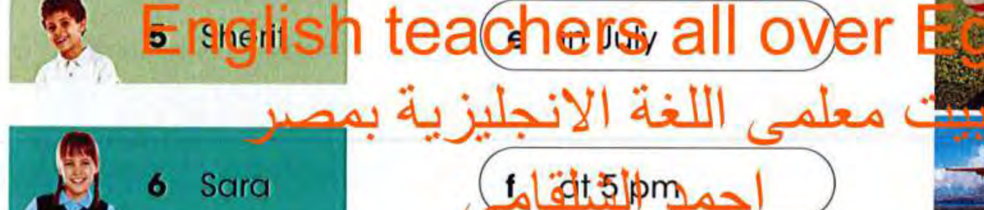
e in July

f at 5 pm











9 Tell your partner what you do at these times, then write. Use *on*, *in*, or *at*

1 Wednesdays On Wednesdays, I play football after school.

2 the afternoon

3 summer

4 weekend

5 January

6 6 pm



On Wednesdays, I play football after school.



LESSON 4 AL-AZHAR PARK



Listen and read the story. Why did Seleem feel better at the end of the story?

Seleem was feeling sad. It was a hot summer, school was over and he wanted to **go on vacation**. His cousin Sherif was away at the beach and Seleem wanted to be there too. His family usually went on vacation with Sherif's family, but this year that wasn't possible – Seleem's dad had a new job and they had to stay in Cairo.

Marwan, his friend, phoned him, "Hey, how are you, Seleem?", "I'm feeling **a bit low** – I want to be at the beach," said Seleem.
"Well, this year you can't go, so let's find something else to do!" said Marwan. "I know, let's go to Al-Azhar Park."
"Hmm," said Seleem. "I don't know it, but it sounds interesting!"

Seleem's mom agreed to take them to the park. She made a picnic, so when they arrived, they sat under a big tree on the cool green grass and enjoyed their food. It was such a beautiful day, and Marwan and Seleem played football. Suddenly Ramy and Maged, their friends from school, came running past.
"Hi Ramy!" shouted Seleem. "Why are you in the city? I thought you were at the beach!"
"No," said Ramy. "My grandma's ill so Mom wanted to stay in Cairo. There's a whole group of us who stayed at home and didn't travel. Can you come to the playground with us?" Seleem asked his mom and they all went together to the playground. Mom sat on a **bench** and enjoyed all the beautiful plants and birds in the park.

"I think this is a fantastic place," said Mom at the end of the afternoon. "I can see there's a show next week. Let's come back with Dad, see the show, and have a meal at the restaurant." Seleem felt very happy – now he knew his friends were in town and they had a wonderful park. It seemed that summer in the city would be **awesome**!


Al-Azhar Park, Cairo





2 Read again and circle the correct answer

1 Seleem wasn't at school because
   - a he was ill.
   - b he was on vacation.

2 Why did Seleem not go to the beach?
   - a Because his grandma was ill.
   - b Because his dad had a new job.

3 Where did they eat in the park?
   - a on the grass
   - b at the restaurant

4 Who did Seleem and Marwan meet at the park?
   - a friends from school
   - b Sherif, Seleem's cousin

5 What did Seleem and his mom decide to do the following week?
   - a come back with Seleem's friends
   - b come back with Seleem's dad.



3 Think and say

1 From what you have read in the story about Al-Azhar Park, would you like to spend a day there?
   - a Yes? Tell your partner what things you would like to do in Al-Azhar Park and why.
   - b No? Tell your partner what you would prefer to do that you can't do in Al-Azhar Park.







PRONUNCIATION



To make the /ð/ and /θ/ sounds, press your tongue against your top teeth. The /θ/ sound is **unvoiced**, which means you should feel some air on your hand when you say it. With the /ð/ sound, there's no air, but you can feel a **vibration** on your neck.

1 Listen and say these words

/θ/	/ð/
thing	these
Thursday	those
think	this
three	with
Earth	mother
author	

2 Say these words. Add them to the correct column in Exercise 1. Then listen and check

bathroom father south they other birthday thousand clothes mouth leather

3 Look and write. Add the correct suffix to the words in brackets




Language focus




Some adjectives have common suffixes.

Look at the suffix *-ous: dangerous, famous, enormous*

Look at the suffix *-ive: creative, expensive*

1 Be careful! That snake is ______. (poison)

2 Ali swims and runs. He's very ______. (act)

3 Everyone knows Soha. She is very ______. (fame)

4 His watch is very ______. (expense)



4 Listen and check. Then listen and repeat





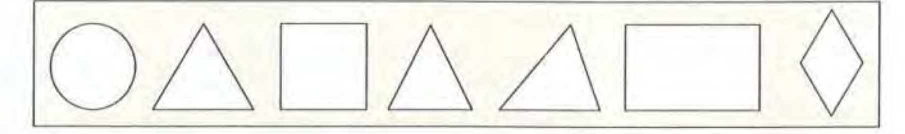
MATH



Many tourists come to visit Egypt and one of the most famous places is the Pyramids of Giza. All their sides are triangles. Let's learn more about triangles below.

1 Look and read. Color the triangles

A triangle is a **2D shape** with three sides.



2 Read and match

1 An equilateral triangle has three equal sides. a

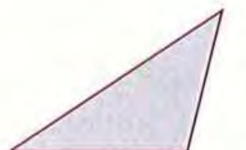
2 A right angle triangle has one angle that measures 90°. b

3 An isosceles triangle has two sides of equal length. c

4 A scalene triangle has three sides of different length. d

3 Look. Circle the correct triangle type









1 **right angle / scalene**

2 **isosceles / equilateral**

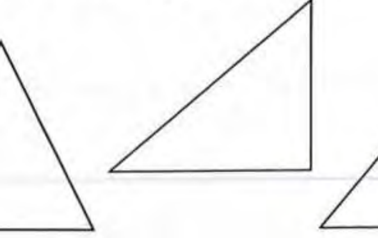
3 **right angle / isosceles**

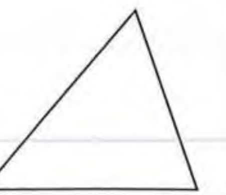
4 **equilateral / scalene**

4 Look and color using the key









Equilateral = blue

Right angle = green

Isosceles = red

Scalene = yellow



UNIT 12

LESSON 5 WRITING



1 Read the diary entries. Match the people to the places





1 Marrakech, Morocco

2 Eiffel Tower, Paris, France

July 21st

Reem

Dear Diary,

I had such a cool day today. I went on the river. We saw some famous sights from the boat, like the Louvre, a beautiful museum with fantastic paintings, and the Eiffel Tower. The Eiffel Tower is really tall and made of metal. I tried to speak French, but I couldn't really say anything. But the French people were very kind and when I spoke English, they understood me! At the end of the day we went to a French restaurant and had a wonderful meal with potatoes. It was a special day.

April 5th

Amira

Dear Diary,

I love this city! There's so much to do. Today we went to Ali Ben Youssef Madrasa, a beautiful museum that is 800 years old! We went early in the morning, but it was still very busy with people. We also visited Jardin Majorelle, a lovely garden where we had a picnic. I like it there because it reminds me a bit of Al-Azhar Park at home. But my favorite place is Jemaa el-Fnaa, the market place. The smells coming from the market stalls make me hungry! I had a sandwich yesterday. I can't wait to go back there tomorrow!

Tip! Write the date when you start a new diary entry.



2 Read. Check (✓) the statements that apply

When writing a diary ...

1. you should start with "Dear Diary". ☐
2. you should write about how you felt. ☐
3. you should use formal language. ☐
4. you need to remember that other people will read it. ☐
5. you should include personal pronouns like "I" and "me". ☐



3 Read and circle

Read the two diary entries again. Who ...

1	went on a boat?	Reem	Amira
2	thought somewhere was very crowded?	Reem	Amira
3	went somewhere that was like a place at home?	Reem	Amira
4	saw something beautiful made of metal?	Reem	Amira
5	said that the smell of the food made them hungry?	Reem	Amira
6	ate something made of potatoes for dinner?	Reem	Amira

4 Read Amira's diary again. Underline the sentences that talk about the writer's feelings

5 Think of a day when you did something special. Write a diary entry of about 30–40 words

Remember:

- Write the date.
- Start with "Dear Diary".
- Describe the places / events.
- Say how you felt.



Think!

We shouldn't read other people's diaries because they are private. However, do you think it's right to read the diaries of people from the past? Why? Why not?



LESSON 6



PROJECT



1 Read. Do you want to go on this vacation? Why? / Why not?

My perfect vacation

Day 1

In the morning, we go to the beach to go snorkeling. Swim with the turtles and brightly-colored fish! The afternoon can be spent on the beach with a picnic and a good book.





Day 2

Today we **race** through the sand dunes in **beach buggies**! It's fun and fast! Can you keep up?

Day 3

Spend a relaxed day shopping and wandering through the markets. Perhaps buy some traditional handicrafts to take home.





Day 4

Learn about the city's cultural past with a trip to the museum today. In the evening, we go to a traditional restaurant where you can see the chef making the local dishes.

2 Make a poster about your perfect vacation

1 Think about things to do on each day.

2 Draw or find some pictures you can use.

3 Show your poster to the class

4 Discuss

Talk to your classmates about their poster. Tell them what you like. Tell them if you want to go on vacation there.

SELF-ASSESSMENT



1 Do you remember? Read and complete

beach hotel passport suitcase theme park

1 You need this to travel to a different country. ______
2 You can make sandcastles and swim in the sea here. ______
3 This is somewhere to stay when you are on vacation. ______
4 You can have fun here and go on different rides. ______
5 You put your clothes and other things in this when you travel. ______

2 Complete the sentences with *on, in,* or *at*

1 We are going cycling ______ the weekend.
2 Is your birthday ______ Friday?
3 Our school year ends ______ the summer.
4 We're flying to Morocco ______ September 20th.
5 Our flight lands ______ the evening.
6 Did you visit Al-Azhar Park ______ night?



3 Think about Unit 12

Write two things you enjoyed.

______

______

Write two things you learned.

______

______



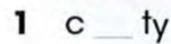
REVIEW 4

LESSON 1



Write the missing letters. Listen and check





1 c _ ty



2 h _ _ l



3 str _ _ m



4 v _ l _ a _ e



5 st _ t _ _ n



6 m _ s _ _ m



7 s _ i _ m _ n _ p _ o _



8 s _ o _ p _ n _ m _ l _



9 r _ s _ a _ r _ n _





2 Rewrite the sentences using imperatives

1 First of all, you need to check that your car is ready for the trip.

First of all, check that your car is ready for the trip.

2 You shouldn't eat while you're driving.

3 Make sure you drive slowly in crowded places.

4 Never use your mobile phone when you're driving.

5 You must stop when the traffic light is red.

6 You mustn't park in wrong places.

7 You shouldn't drive when you are tired.



3 Choose the correct answer

1 We saw a lot wonderful of **paintings / factories** in the museums.

2 Tourists like to see the amazing **monuments / fields** in Luxor.

3 We will take a **relaxing / fixing** boat trip on the River Nile.

4 I like the **bad / delicious** food my mother usually cooks.

4 Read and match

1 Don't make noise
2 I will send you another email
3 My brother usually
4 Tourists like to wander
5 My mom and dad

a when I arrive in London.
b does his homework carefully.
c inside the school library.
d through the streets of Khan Al-Khalili.
e went on a desert hike.



REVIEW 4

LESSON 2



1 Check (✓) the sentences that are correct. Rewrite the sentences that are incorrect

1 It was very sunnily, so I wore my sunglasses. ☐

2 We went for a nice walk on the nature trail. ☐

3 Dad often goes walking, so he knows the nature trail well. ☐

4 Dad walked fast, but Mom walked more slowly. ☐

5 Tamer wore his new hiking boots, which were very comfortably. ☐

2 Complete the sentences with the words in the box

carefully fast well heavy slowly

1 We studied the map __________, so we didn't get lost.

2 I packed lots of clothes in my suitcase, so it was too __________.

3 Wael can speak English very __________.

4 They had a picnic then walked __________ through the park.

5 How __________ can you swim?

3 Circle the correct words

1 We flew to Alexandria **at / in / on** Monday.

2 Our flight leaves **at / in / on** 8 am.

3 Many people leave the city in **at / in / on** summer.

4 We are going to the park **at / in / on** the afternoon.

5 Her cousins usually visit her **at / in / on** July.

4 Read. Match the places (1–4) to the postcards (a–d)

1 a busy city [ ]
2 a desert [ ]
3 a nature trail [ ]
4 a village [a]

a

Hi Magdy,

I'm having a lovely time here. It's peaceful and very quiet, especially at night. There are a few shops and houses. There is only one restaurant, but it's great! Everyone who lives here is really friendly.

Bye!

Ali

b

Dear Amr,

Thank you for telling me to pack some good hiking shoes and a sun hat! We have walked for many hours every day. There are amazing things to see – some unusual flowers and trees. One day, I was lucky enough to see a fennec fox and a wild cat!

Hope you're all well,

Salah

c

Hi Ghada,

We arrived on Monday, and we haven't stopped! There is so much to see here. We visited some museums and the theater, and we had an amazing tour of famous places. It's really fun, but very busy and crowded.

See you soon,

Randa

d

Hello Rabab,

How are you? I'm having a real adventure here. We arrived on the weekend and set up our tent. It's quite difficult to sleep in tent a on sand! At night, we sit around a fire. (It gets really cold here at night). We sing songs and eat delicious food, which we cook on the fire. You can see a million stars! It's beautiful.

See you next week,

Sahar

5 Imagine you are on holiday in one of the places 1–4 in Exercise 4. Write a postcard of 30 words to a friend. Think about:

- where you are
- how you traveled
- who you are there with
- what you did yesterday
- why you like the place



Presentation



1 Work in groups. Think about Egypt's most popular tourist destinations and choose your favorite. Make an infographic or poster about it and give a presentation



Think and say:

Do your research:

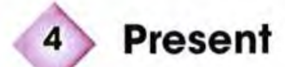
- Where is it?
- What can you do there?
- Why do tourists like it?
- Why do you like it?

2 Read and do



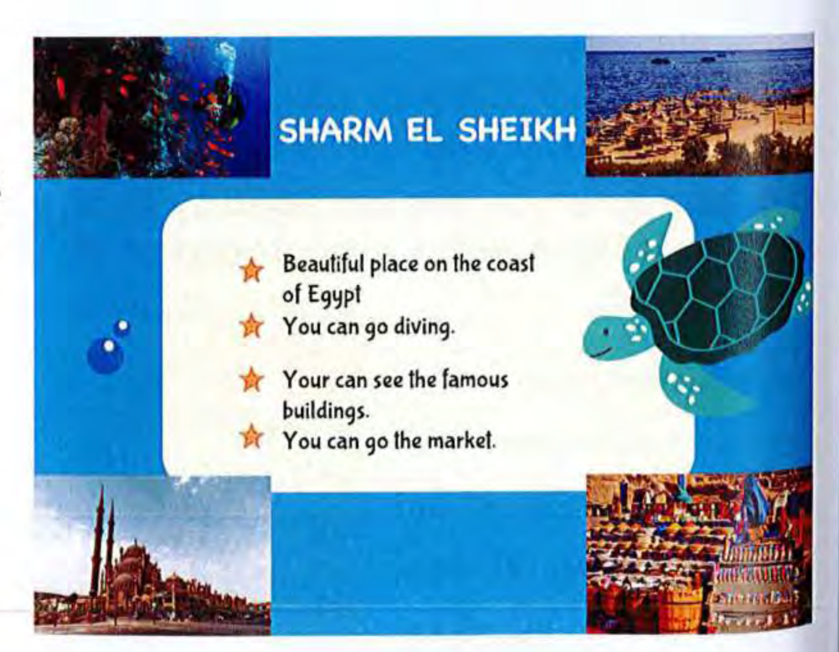
1 Draw or find some photos you can put in your poster or infographic.
2 Write some sentences for your poster or infographic with your group.
3 Check your work.

3 Think about how you can present the information as a poster or an infographic. Have a look at the poster here to help give you ideas



4 Present

Show your classmates your infographic or poster. Ask questions about their presentation too.



Self-Assessment

Now I can ...

1 Talk about places in a town, city, and country









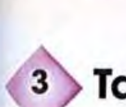





2 Talk about things to take on holiday or on a trip







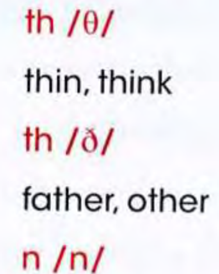
3 Talk about natural and man-made resources








4 Say these sounds



th /θ/

thin, think

th /ð/

father, other

n /n/

nose, ton

ng / ŋ /

sing, ring, king

dipthongs: /oʊ/ /eɪ/ /aɪ/ /ɔɪ/

go, show; make, play; bite, right; boy, toy

TERM 2 PROJECT 2

Our perfect hotel



Think about the project in your group

In groups, you will design your perfect hotel.



In your group, decide what your hotel will be like



Think about the following:

- Where in Egypt or the world would you like it to be?
- Near shops and restaurants or not?
- What trips will you offer?
- Will there be a swimming pool or exercise room?
- What kind of food will there be? Different restaurants or just one?
- What would you like to have in the hotel rooms?



Research using the internet. Find some hotels you like

You could refer to the Egyptian Knowledge Bank for further information.

Features of our hotel: *a games room, a beach, …*

Features of our hotel rooms: *a great view from the window, a big television, …*



4 Choose your images. Look at some suggestions below









5 Work in your group. Take some A3 paper and draw your ideas. Decide how you will present them - as a map or an infographic?





6 Write an email to say why people should stay at your hotel

Dear Sir or Madam,

In our hotel, there is ______________________________

____

____

You could try the following activities: ______________________________

____

____

We think our hotel is excellent because ______________________________

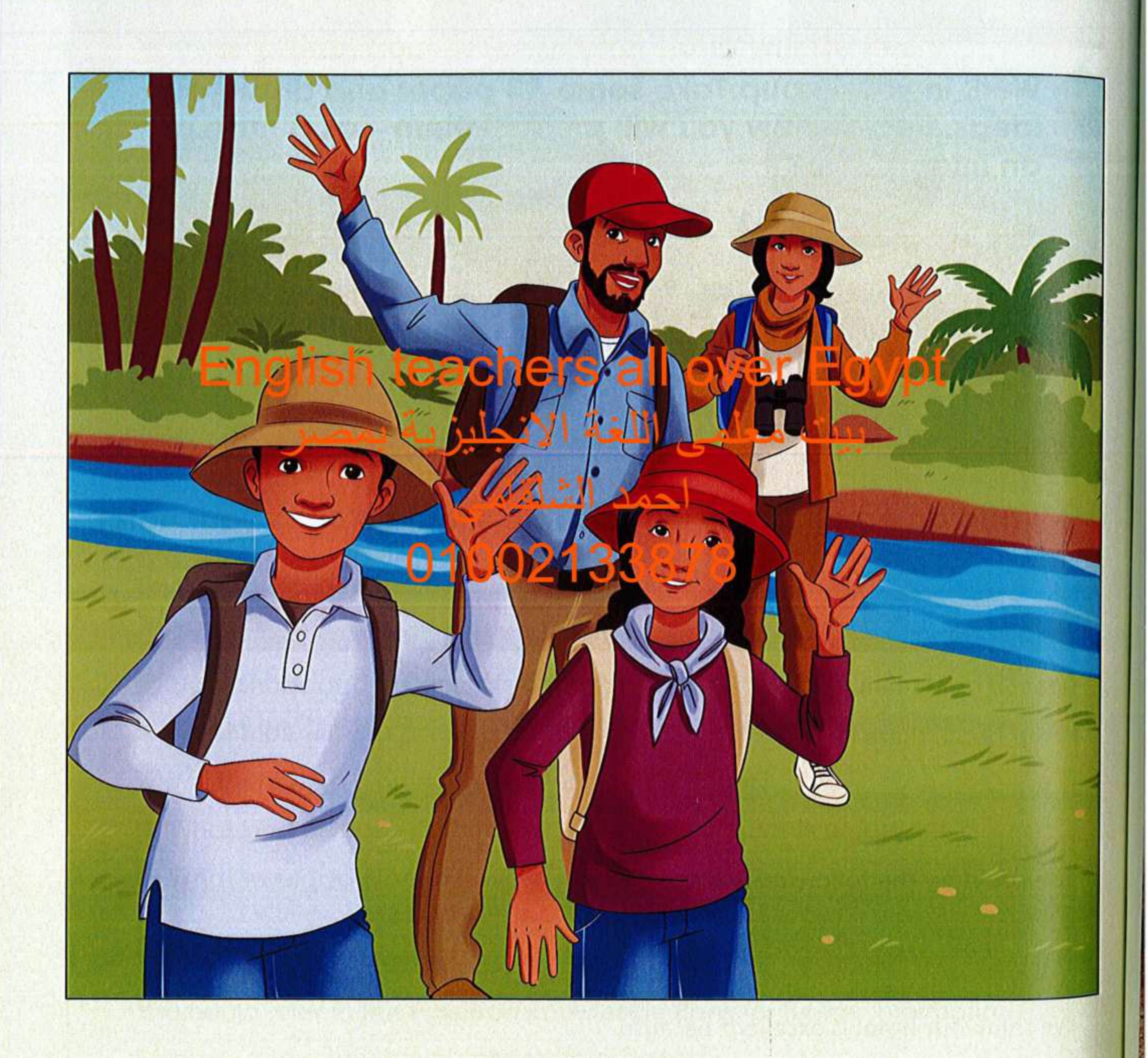
We hope you like our hotel. We would love to know what you think.

Best regards,

Name: ______________________ (hotel owner)

FICTION READER:

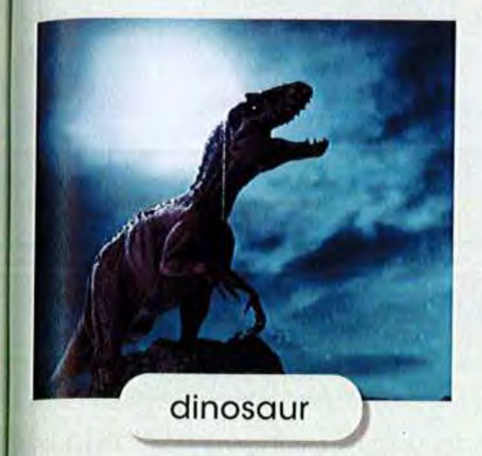
A FANTASTIC FAMILY ADVENTURE



BY NICOLA GARDNER

ILLUSTRATED BY NATHALIE ORTEGA

PICTURE DICTIONARY



dinosaur

Dinosaurs were very big animals which lived millions of years ago.



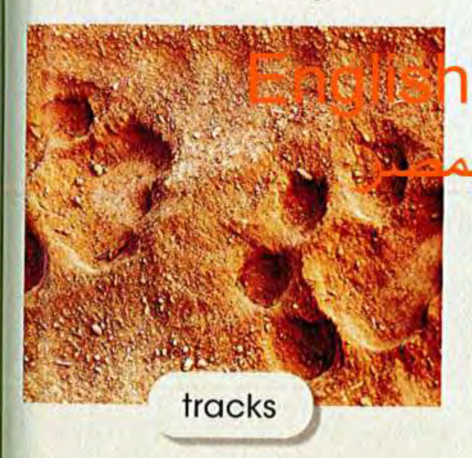
bones

Our body has many bones to help us stand up.



skeleton

Fish and other animals have a skeleton made of bones inside their bodies.



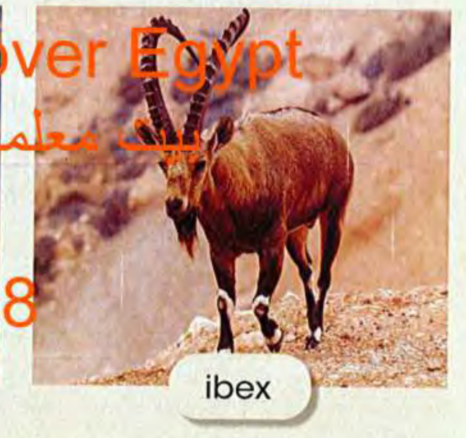
tracks

Animals' feet leave tracks on the ground where they walked.



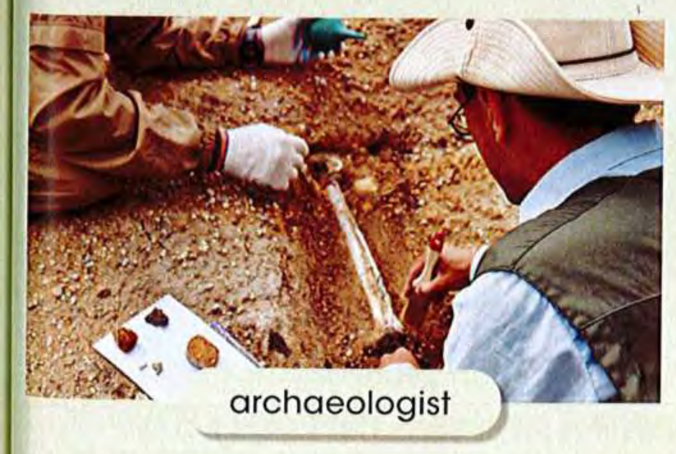
binoculars

She likes looking at things in the distance with her binoculars.



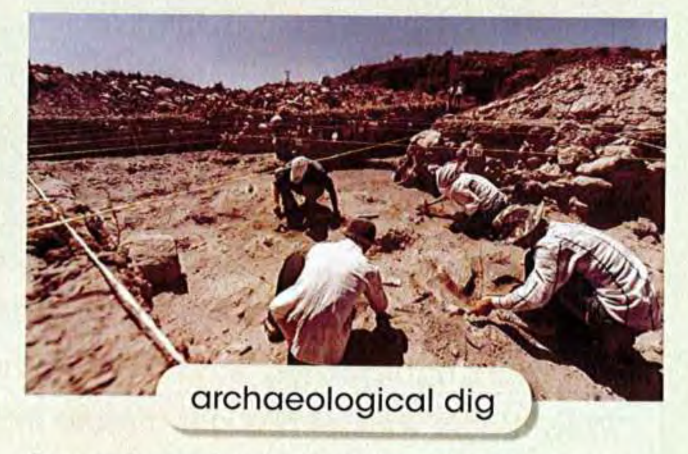
ibex

An ibex is a type of desert animal like a gazelle.



archaeologist

An archaeologist is someone who digs underground to find objects from many years ago and studies them.



archaeological dig

An archaeological dig is when people work together to find something under the ground.



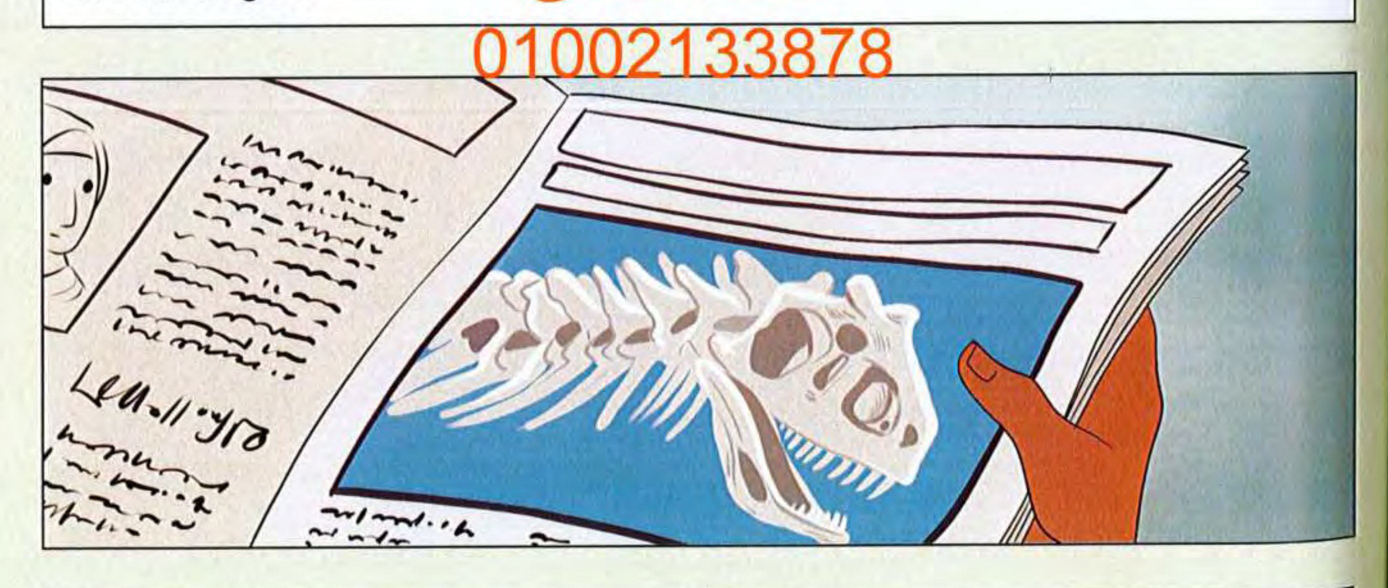
Ramy and Malak are playing in the yard. Suddenly Dad calls them from the house.

"Hey kids, come and see this story in the newspaper!"

The children run inside to see. Dad says, "Look. They found something amazing near Grandma and Grandpa's village."

"What is it, Dad?" asks Ramy. "It looks scary!"

Dad says, "No Ramy, it's not scary at all. It's the **skeleton** of a **dinosaur**. A group of **archaeologists** found it. And your uncle Youssef is one of those archaeologists!"



"That's awesome, Dad!" says Malak. "The dinosaur skeleton is really old, isn't it?"

"Yes, that's right, Malak." says Dad. "It's about 98 million years old!"

"Wow! Uncle Youssef has got a really interesting job, hasn't he?" says Ramy.

"Yes, he has. And his work is important too. It helps us learn about the past." says Dad.



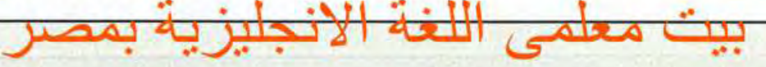
Later that evening Ramy and his family are having dinner.

Dad says, "Do you want to go there the next time we go to Grandma's house?"

Ramy says, "That's a great idea, Dad. It would be an adventure to go into the desert!"

Mom says, "There's a beautiful nature trail there. Why don't we walk that together?"

"Oh yes please, Mom! I love nature. "says Malak.





"Ramy! Malak!" Grandma calls. She is so excited to see her grandchildren. "I have prepared your favorite things - *feteer* and mint tea! Come inside and eat."

"Hello," says Grandpa to Mom and Dad. "It's so good to see you."

"It's lovely to be here," says Dad. "Tomorrow we want to take the children on a nature trail."

"Excellent," says Grandpa. "There's lots to see in our area. It's a beautiful place."



The next morning everyone is happy. They are ready to walk the nature trail. They are wearing hats, scarves, and sunglasses. They have snacks and water in their backpacks. Mom has some **binoculars** too. She wants to look at the amazing birds that live here. They are in a beautiful part of Egypt with many types of **rare** animals.



It's a lovely warm day, not too hot. It's a perfect day for walking. There are cactus plants and palm trees and they see sheep and some camels.

Malak is very pleased because she loves animals. "Please walk quietly and carefully everyone, " she says. "If we are quiet, we could see a fennec fox, or a dorcas gazelle, or maybe a sand cat."

The family continue along the trail. Ramy sees animals' **tracks** in the sand. Dad takes a photo of a fennec fox. Mom sees many beautiful birds. Everyone is enjoying the trail.



Then Mom says, "Hey everyone, I have something in my shoe. Can we stop for a minute?"

She sits down. The others drink some water and wait. Ramy looks down at the rocks near the path. He sees some strange shapes inside them.

"Look!" he says. "What are these things in the rocks, Dad?"

"I don't know," says Dad. "They look like **bones**."

"We are very near the place they found the dinosaur skeleton," says Mom. "Maybe they are dinosaur bones!"

Ramy is very excited. "Let's ask Uncle Youssef!" he says. "Dad, can we call him?"

"Yes, of course." says Dad.

Uncle Youssef is very interested in the rocks Ramy found. He tells Dad to take some photographs of them and meet him at Grandma's house for dinner.



Later that evening Dad shows Uncle Youssef the photos and Ramy shows him the place on the map. Uncle Youssef asks the family to go back there with him the next day.



The next day they go back along the trail. They find Ramy's rocks and Uncle Youssef looks at them carefully.

"They are not dinosaur bones in the rocks," says Uncle Youssef. "But they are certainly very old. They are probably from a type of ancient **ibex** that doesn't exist now."

Ramy is disappointed because the bones are not from a dinosaur. But Uncle Youssef says, "Well done Ramy for finding them! It is important to take time to look at the world around us and watch things - just like an archaeologist! Now, would you all like to come to the dig and see my dinosaur skeleton?"

"Yes please, Uncle Youssef!" say Ramy and Malak.



"Here he is," says Uncle Youssef. "What do you think?"

"Wow!" says Ramy. "It's amazing to think it lived millions of years ago."

"And that its bones were under the ground for such a long time." says Malak.

"In fact, we found the skeleton because of climate change." says Uncle Youssef.

"Now there is less rain and fewer plants. This means the ground is dry and the wind can blow away the sand. Things that were under the ground come to the surface. That's good for archaeologists but bad for the planet."



Later everyone is getting ready to go home.

"Thanks for showing us the dinosaur, Uncle Youssef," says Ramy" "It was so interesting. I would love to be an archaeologist. It's such a cool job!"

"It's fascinating work, but it's hard," says Uncle Youssef, "Sometimes we look for years and don't find anything."

"We can help if you're looking for other dinosaurs!" says Malak.

"Thanks for all the delicious food." says Mom."It was lovely to see you both again."

"Thank you dear. Come back and see us soon. " says Grandma.



"So, did you enjoy our trip?" asks Mom in the car.

"Yes, I thought it was fantastic." says Ramy. "Me too!" says Malak.

"What do you think you learned from it?" asks Dad.

Ramy says, "I learned it's important to look around us carefully and notice things in our environment."

"Yes, that is how you can discover interesting things." adds Malak.

"You're right, kids" says Dad. "Well done!"

CHARACTERS



Label the people with the names in the box

Mom Ramy Grandma Grandpa Dad Malak Uncle Youssef

1 2 3 4

5 6 7



2 Read. Decide if the sentences are True (*T*) or False (*F*). Correct the false sentences in your notebook

1 Mom sees the story about the dinosaur skeleton in the newspaper. ☐

2 The dinosaur skeleton is near their house. ☐

3 Uncle Youssef is a farmer. ☐

4 Mom loves looking at birds. ☐

5 Ramy finds dinosaur bones. ☐

6 They go to Uncle Youssef's office. ☐

VOCABULARY

3 Complete the puzzle with words from the story. What's the word in yellow?

1

2

3

4

12

mint ______

11

5

6

fennec ______

1
2
3
4
a
5
6
7
8
9
10
11
12

10

archaeological ______

9

8

7



dorcas ______

EVENTS IN THE STORY

4 Look and number in order

a


b


c

d


1

e


f


5 Read and match to make sentences

1 Dad reads a story
2 The children's grandparents
3 Ramy finds old bones
4 Uncle Youssef invites
5 Ramy wants to be

a live near the archaeological dig.
b the family to the dig.
c about a dinosuar in the newspaper.
d an archaeologist in the future.
e in some rocks near the trail.



6 Work with a partner. Retell the story by looking at the pictures in Exercise 4 and using your answers to Exercise 5. What is your favorite scene? Why?



Read and complete the story summary with the words in the box



ibex rocks next trail invites dig
fun Dad skeleton Grandma

At home, **1** __________ reads a newspaper story about a dinosaur **2** __________. He's very excited because Uncle Youssef is working on the archaeological **3** __________. At dinnertime, he suggests to the family that they visit **4** __________, who lives near the dig. The family loves the idea and they travel to see them the **5** __________ day. Grandma and Grandpa are very happy to see them. The family go on a nature **6** __________ and see lots of beautiful animals and birds. Ramy sees some bones in the **7** __________ and he thinks they are dinosaur bones. Uncle Youssef checks the rocks and says they are not dinosaur bones, but probably from an **8** __________. He says it is a very good thing that Ramy is taking time to notice things on the trail. He also **9** __________ them to go to his archaeological dig, which they think is a lot of **10** __________.



Work with a partner. Discuss the questions

1 Why is it important to look carefully at the world around you?

2 What information can archaeology give us?

3 Why is archaeology an important activity in Egypt?

4 Why are dinosaur skeletons interesting? What can they tell us?



9 Draw your favorite person or animal from the story



10 Imagine you are Malak. Rewrite the story from your point of view

Listening script (Unseen)

UNIT 7:

TR 2.04

Narrator: **Student's Book, Unit 7, Lesson 3, page 11, Exercise 5. Listen and write the labels on the Ancient Egyptian house**

1 sleeping area
2 roof
3 reed mat
4 gate
5 pot
6 oven

TR 2.05

Narrator: **Student's Book, Unit 7, Lesson 4, page 12, Exercise 2. Listen and repeat the words in Exercise 1**

1 tree
2 spoon
3 sheep
4 roof
5 school
6 seed
7 queen
8 pool

TR 2.06

Narrator: **Student's Book, Unit 7, Lesson 4, page 13, Exercise 3. Listen and write the words you hear. Then listen again and repeat**

1 wood
2 flood
3 book
4 cook
5 tool
6 blood

TR 2.07

Narrator: **Student's Book, Unit 7, Lesson 4, page 13, Exercise 4. Read. Put the oo words in the correct column in the table. Then listen and check**

1 school
2 book
3 flood
4 smooth
5 cook
6 blood
7 food
8 zoo
9 wood
10 wool
11 noon
12 spoon
13 pool
14 good

Unit 8:

TR 2.11

Narrator: **Student's Book, Unit 8, Lesson 1, page 23, Exercise 4. Listen and check**

Narrator: 1
Mom: What's the matter, Dina? Do you have a toothache?
Dina: Yes, my tooth hurts.
Narrator: 2
Boy: Mom, can I have some milk and honey for my cough, please?
Narrator: 3
Girl: Ouch! My shoulder hurts!
Narrator: 4
Mom: What's the matter, Wael? Does your stomach hurt?
Wael: No, I have a headache.

TR 2.15

Narrator: **Student's Book, Unit 8, Lesson 4, page 34, Exercise 1. Complete the words with 'f' or 'v'. Then listen and say**

Narrator: 1
Boy1: I have a pet frog.
Narrator: 2
Man: Hany is a vet.
Narrator: 3
Girl 1: I have a very long scarf.
Narrator: 4
Girl 2: Do you like vegetables?
Narrator: 5
Boy 2: I really like fruit.
Narrator: 6
Boy + Girl: We like watching television.

TR 2.16

Narrator: **Student's Book, Unit 8, Lesson 4, page 34, Exercise 2. Read, listen, and circle. Then listen again and repeat**

1 fan
2 leaf
3 life
4 very
5 view
6 safe

Unit 9:

TR 2.21

Narrator: **Student's Book, Unit 9, Lesson 4, page 52, Exercise 1. Listen and repeat the words**

1 teacher
2 reader
3 climber
4 footballer
5 farmer
6 traveler

TR 2.22

Narrator: **Student's Book, Unit 9, Lesson 4, page 52, Exercise 2. Listen again and write the *-er* words**

[repeat of TR 2.21]

TR 2.24

Narrator: **Student's Book, Unit 9, Lesson 4, page 55, Exercise 2. Listen and circle the word you hear. Then listen again and check**

1 west
2 whale
3 vase
4 vet
5 volcano
6 winter

TR 2.25

Narrator: **Student's Book, Unit 9, Lesson 4, page 55, Exercise 3. Listen and write the words**

1 wheel

2 vest

3 volcano

4 west

5 whale

6 vet

7 watermelon

8 wet

9 violin

TR 2.26

Narrator: **Student's Book, Unit 9, Lesson 4, page 55, Exercise 4. Listen and write. Then listen again and check**

Last Wednesday I decided to travel west in my boat wearing my vest. I was looking for a volcano but I had some problems. I met some whales and they turned over my boat. I had to sit on my violin to stay afloat! I ate watermelon to stay healthy and I came to shore. I didn't find the volcano, but I met some vets and they took me home to my village!

Review 3:

TR 2.28

Narrator: **Student's Book, Review 3, Lesson 1, page 60, Exercise 1. Listen and point**

1 clock

2 cough

3 bat

4 closet

5 dolphin

6 kangaroo

7 headache

8 balcony

9 lion

10 shoulder

11 shower

12 panda

13 oven

14 toothache

15 parrot

TR 2.29

Narrator: **Student's Book, Review 3, Lesson 2, page 62, Exercise 2. Listen and check. Then repeat**

1 headache

2 cough

3 backache

4 earache

5 toothache

6 sore throat

TR 2.30

Narrator: **Student's Book, Review 3, Lesson 2, page 62, Exercise 3. Put the dialog in the correct order. Listen, check, and repeat. Then act it out in pairs**

Nurse: Come in, Kareem. What's the matter?

Kareem: I've got an earache.

Nurse: Oh dear. Did you hit your ear with a ball?

Kareem: No, I had an earache when I woke up this morning.

Nurse: Let me see. Yes, it is red inside. I think you should go home. I'll telephone your mom.

Kareem: Thank you, nurse.

TR 2.31

Narrator: **Student's Book, Review 3, Lesson 2, page 63, Exercise 4. Listen then write the words you hear. Then match the words and pictures**

1 panda

2 penguin

3 dolphin

4 rabbit

5 snail

6 whale

Unit 10:

TR 2.35

Narrator: **Student's Book, Unit 10, Lesson 1, Page 71, Exercise 3. Listen and repeat. Then look and write**

1 bank

2 factory

3 monument

4 library

5 shopping mall

6 square

7 station

TR 2.36

Narrator: **Student's Book, Unit 10, Lesson 1, Page 71, Exercise 4. Listen. Match the places and people**

Narrator: 1 Sara

Sara: I'm going to visit my aunt and uncle. We're going by train.

Narrator: 2 Ahmed

Ahmed: My cousin is visiting us and we're going to show him around. He's never seen The Pyramids.

Narrator: 3 Dina

Dina: We went on a school trip to find out how cotton is turned into clothes like T-shirts and dresses.

Narrator: 4 Youssef

Youssef: I want to borrow some books.

Unit 11:

TR 2.43

Narrator: **Student's Book, Unit 11, Lesson 1, Page 88, Exercise 1. Listen and write the number next to the word**

grass

hill

rock

plant

tree

leaf
stream
village
city

TR 2.44

Narrator: **Student's Book, Unit 11, Lesson 1, Page 88, Exercise 2. Listen again and say the words**

[repeat of TR 2.43]

TR 2.45

Narrator: **Student's Book, Unit 11, Lesson 1, Page 89, Exercise 3. Complete the sentences with the words from Exercise 1. Then listen and check**

1
A stream is like a river, but smaller.
2
I love the feeling of green grass under my feet.
3
A tree is a very tall plant with branches and wooden trunk.
4
A village is much smaller than a town or city.
5
It's quite difficult to climb that hill because it's very high.
6
Some famous cities in Egypt are Cairo, Alexandria, and Hurghada.
7
A rock is hard. It is a large stone.
8
I like growing tomato plants because I like eating tomatoes.
9
That plant has flowers and lots of green leaves.

TR 2.47

Narrator: **Student's Book, Unit 11, Lesson 3, Page 94, Exercise 2. Match the words to the photos. Then listen and check**

1 hiking shoes (c)
2 scarf (g)
3 blanket (f)
4 water bottle (e)
5 hat and sunglasses (b)
6 snacks (a)
7 map (d)

TR 2.48

Narrator: **Student's Book, Unit 11, Lesson 3, Page 95, Exercise 4. Listen to these speakers going on the Red Sea Mountain Trail. Check (✓) what they are taking on the trail**

Interviewer: Hi Sherif, what are you taking on the Red Sea Mountain Trail?

Sherif: Hi! Well, I want to protect my feet so I'm taking some hiking shoes. I know there are a lot of hills and rocks so I don't want to fall over! I'm also going to take some snacks from home so I don't get hungry.

Interviewer: Hi Ramy, what are you taking on the Red Sea Mountain Trail?

Ramy: My friend said it gets very hot on the trail in the places where there are no streams, so I'm taking a hat for my head. I'm also going to take a blanket in case I get cold at night.

Interviewer: Hi Lama, what are you taking on the Red Sea Mountain Trail?

Lama: Someone told me you can sometimes get sand in your eyes on the Red Sea Mountain Trail, so I'm taking a scarf to protect my head and eyes. The other important thing for me is to take lots of water bottles – I seem to drink more than other people so I want to be prepared.

Interviewer: Hi Nesma, what are you taking on the Red Sea Mountain Trail?

Nesma: I love checking the route so I'm taking a map. And I'm going to take my cool sunglasses too to protect my eyes. It's going to be such fun!

TR 2.49

Narrator: **Student's Book, Unit 11, Lesson 3, Page 95, Exercise 5. Listen again. Answer the questions**

[repeat of TR 2.48]

TR 2.52

Narrator: **Student's Book, Unit 11, Lesson 4, Page 98, Exercise 3. Listen and complete the poem with the words in the box. Then say**

I can see a king
He's wearing a big ring
He's not looking at the sun
He thinks it weighs a ton
Then the phone rang
And he heard a big bang!

Unit 12:

TR 2.57

Narrator: **Student's Book, Unit 12, Lesson 3, Page 113, Exercise 8. Listen. Match the times with the speakers and activities**

Narrator: 1

Boy 1: Hi Ayman, do you want to play basketball after school on Thursday?

Ayman: On Thursday? I'm sorry, I can't, I go swimming on Thursdays.

Narrator: 2

Girl 1: Hello Amira, shall we go shopping on the weekend?

Amira: Yes please, that sounds good!

Narrator: 3

Dad: Fareed, remember you have a dentist's appointment this afternoon.

Fareed: Oh yes, it's at five o'clock, isn't it?

Dad: Yes, that's right.

Fareed: Ok, thanks Dad.

Narrator: 4

Mom: Talia, our flight leaves at 11 am.

Talia: Ok Mom, I'll be ready.

Narrator: 5

Sherif: Mom, remember I'm playing football with Ramy in the morning.

Mom: Oh, yes, that's fine Sherif. Thanks for reminding me.

Narrator: 6

Sara: Mom, when are we visiting Grandma and Grandpa?

Mom: We're going in July, Sara. Not long now.

TR 2.61

Narrator: **Student's Book, Unit 12, Lesson 4, Page 116, Exercise 4. Listen and check. Then listen and repeat**

1

Be careful! That snake is poisonous.

2

Ali swims and runs. He's very active.

3

Everyone knows Soha. She is very famous.

4

His watch is very expensive.



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